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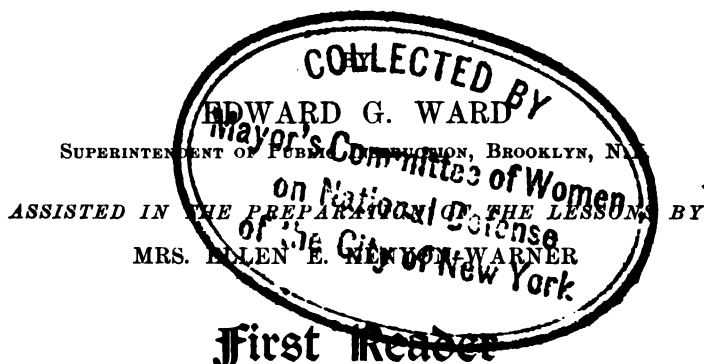




PICTURE FOR A STORY.

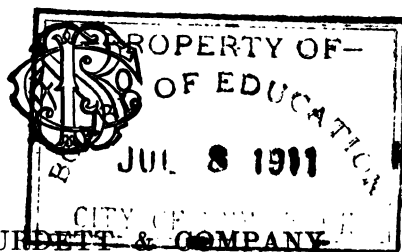
THE RATIONAL METHOD IN READING

AN ORIGINAL PRESENTATION OF SIGHT AND SOUND WORK
THAT LEADS RAPIDLY TO INDEPENDENT AND
INTELLIGENT READING



(SECOND HALF-YEAR'S WORK)

PART I. SIGHT AND PHONETIC READING. LARGELY REVIEW EXERCISES
PART II. SIGHT AND PHONETIC READING. ADVANCE WORK



SILVER, BURDETT & COMPANY

NEW YORK BOSTON CHICAGO

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THE RATIONAL METHOD IN READING

PRIMER

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First
Year

PART I.—Reading by the Word Method.

PART II.—Sight and Phonetic Reading Combined.

FIRST READER

Material : Conversations and Stories.

PART I.—Sight and Phonetic Reading. Largely review Exercises.

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Material : Stories and Poetry. Literary and Ethical.

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Second
Year

THIRD READER

Material : Stories, Poetry, etc., from History, Folk Lore, and Standard Fiction. Literary and Ethical.

Sight and Phonetic Reading. Diacritical Marks omitted from the easier and more familiar Phonetic Words.

FOURTH READER

Material : Stories, Poetry, etc., from History, Folk Lore, and Fiction.

Diacritical Marks omitted from the Text.

FIFTH READER

Material : Literary, Ethical, Historical, and Mythological.

MANUAL OF INSTRUCTION FOR TEACHERS

PHONETIC CARDS—

FIRST SET. To Accompany the Primer.

SECOND SET. To Accompany the First Reader.

THIRD SET. To Accompany the Second Reader.

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PUBLISHERS' NOTE

THE special purpose of the Primer and the first two Readers in this series is to put the child, within a year and a half from his entrance into school, into possession of a complete *key* to English Reading; so that, should his schooling then cease, his ability to read would nevertheless "grow with his growth and strengthen with his strength."

The method here introduced is a combination of the word (or sentence) method and the phonetic method. It differs in many essential respects from any before presented, the differences being based upon principles not hitherto clearly understood, or, at any rate, not properly recognized.

The books provide material for part of the work, and indicate, therefore, but part of the method. The rest, both work and method, must be sought in the *Manual*, without a careful perusal of which *no one should attempt to use the books*. The study of the *Manual*, though so important a matter, will not be found difficult, since the directions are comparatively few, are logically grouped, and are clearly and simply expressed.

Those who would have success in the use of the books should follow these directions implicitly during the first year. They will then know the method and understand the underlying principles well enough to be safe in making such deviations from the beaten track as may seem to them wise.

The *method* embodied in the series is an outgrowth of the author's study, observation, and experimentation in the public schools of Brooklyn, of which he was for many years the honored Superintendent.

In presenting this edition printed from new plates and embellished with new illustrations, the publishers wish to make grateful acknowledgment of the phenomenal favor that has been accorded to the *Rational Method in Reading* by the teachers and educators of the country. So many editions have been called for that the original plates have become worn; and the publishers, in renewing the plates, have taken advantage of the opportunity to make a few textual changes and improvements.

For the convenience of teachers, the variations in this text as compared with the edition first published have been tabulated, and appear on pages 126, 127, and 128 of this edition.

JUNE, 1908.

TO THE TEACHER

It is absolutely useless to put children into this book unless

1. They *know* all the sight-words and phonograms presented in the Primer,—and

2. Are skillful enough in “the blend” to determine readily any word made up of not more than three or four of said phonograms.

If, therefore, your pupils have been imperfectly prepared for this book in the grade below,—or, if having been well prepared, they have had a long vacation between that grade and yours,—your first care must be to review and perfect the work of that grade, *whatever time it may require*.

If they have not been prepared at all, *i.e.* have not been taught by the Rational Method, you must, of course, prepare them *ab initio*. No matter what their grade may be, the best of all ways to do this is to put them through the Primer in strict accordance with the directions given in the Manual for the *first* half-year’s work, except that instead of beginning with the blackboard and learning all the words in Part I in advance, they should begin with the book itself, and learn the new words as they become necessary.

At the beginning of a term, though the scholars from the grade below come to you well prepared, you will probably receive a number of *new scholars* who know nothing of this method. Meet the difficulty involved in this circumstance, thus:—

During the first month of the term, teach the new scholars, by means of special drills, all the words and phonograms found in the following (Primer) lists. Let them also, of course, participate in the regular reading of the class, but do not expect their reading during this month to be good. From the beginning of the second month, the class should be able to work as a unit.

THE PRIMER VOCABULARY

Words

A, again, ail, all, am, an, and, any, apple, are, arm, as, at, ate,—be, bird, boy, bread, but, by,—can, come, corn, could, cow,—day, did, do, does, dog,

down, drink, — each, eat, egg, end, ever, — for, Frank, from, fruit, full, — get, girl, give, go, goes, good, grass, — hand, has, have, he, heard, her, here, him, his, home, horse, how, — I, if, ill, in, is, it, — Jack, — kind, — let, like, look, — make, me, milk, Mr., much, — no, not, now, — of, old, on, one, other, out, over, — picture, play, put, — said, saw, see, seed, she, some, stay, — take, tell, than, that, the, them, there, they, thing, think, this, to, too, — up, us, — want, was, water, way, we, well, were, wet, what, where, which, who, will, wing, with, work, — yes, you.

Phonograms

ā, — e, ck, cl, cr, — ē, er, ers, — f, — ī, ight, ights, ing, ings, — k, — l, — m, — n, — ō, ō, — p, pl, pr, — r, — s, s, — t, tr, — ŷ.

(These phonograms should be taught or reviewed in the order in which they are presented in the *Manual*, and not in the alphabetical or reference order in which they are given above.)

Never have any lesson read by your scholars until you have specially prepared them for it in accordance with the following directions:—

1. Select from the lesson all the phonetic (marked) words that contain more than three phonograms each, and about a dozen of the shorter phonetic words. 2. Write or print these words on the blackboard, marked as in the book, and have them read by the scholars a number of times. Your experience will soon teach you how much repetition is necessary. 3. In the main, give the harder words to the bright scholars and the easier ones to the dull scholars. If you would not have the dull remain dull, give them plenty of work (always easy) to do.

This exercise will constitute at once a preparation for the lesson and the “blend-drill” for the day.

A day or two before reaching a lesson that introduces a *new* phonogram, teach said new phonogram, and give your scholars drill in its use by having them read from the blackboard a number of words taken from the *Manual* list over which said phonogram appears. Do not teach any new phonogram more than a day or two in advance of the lesson in which it is first presented.

Finally, — Do not attempt the use of this or any other book of this series until you have thoroughly digested the instructions given in the *Manual*, pp. 5-15.



WHO'LL BUY A RABBIT?

Meyer von Bremen.

FIRST READER

SIGHT AND PHONETIC READING COMBINED

PART I

LESSON 1

ă

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 10.

Let us play that I am your teacher.

Now, boys and girls, attend to me. ~~Č~~aps off, boys. ~~E~~yēs this way. What have I in mȳ hand, Kate?

Yes, it is an ăster. What kind of lēaf has it? Is it a nărrōw lēaf? Tell me, Măck?

What is that you sȳ? It is not an ăster? And has no lēaf at all? You are not a good boy.

~~S~~it up, Ana. This is no tīmē for a năp. What were you think ing of?



That's right, Kate. You are a good girl to teach little Nan. One little girl can often teach another.

Now, I'll call the roll. Answer as I call your names.

May, you were not here yester day. Where were you? And you are often late. What is the reason? Please do not speak so low. I want to hear what you say.

Do you s~~ay~~ some one was ill? Well, I s~~uppose~~ I must for give you. T~~ry~~ not to be late again. A good girl t~~ries~~ to be on t~~ime~~.

What have you in your l~~ap~~, An~~a~~? Give it to me. You must not play here. You must do as I s~~ay~~. I am your t~~each~~ er.

Now, boys and girls, take out your s~~lates~~. We will play it is r~~ain~~ ing. L~~ay~~ the s~~lates~~ down. Put your hands over them, s~~o~~. Now t~~ap~~ on them with your n~~ails~~.

Yes, M~~ay~~, I see your hand up. I k~~now~~ what you want to s~~ay~~. You heard it r~~ain~~ ing. But it was play r~~ain~~. It will not wet you. You cannot go out in it. So put your hand down, p~~lease~~. And take ~~off~~ that c~~oat~~. You must not k~~ee~~p it on in here. If you do, you will take c~~old~~.

Öt~~o~~ has a e~~at~~ on his s~~late~~. I did not tell him to make that.

Now, l~~ittle~~ Nan, tell me this. Where did the r~~ain~~ come from? Where was it be f~~ore~~ we heard it f~~all~~ ing?

Yes, it was in the sk~~y~~. That is a good an s~~wer~~.
•Who can tell me where t~~äl~~/~~ö~~w comes from?

No, not from e~~andle~~s. We make e~~andle~~s of t~~äl~~/~~ö~~w.

But where do we get the tālŏw? That is right, Ōtŏ. We get some of it from sheep. That was a good an swer.

Mack, be still. Do not make it rāin any mōre. It is tīme for it to stōp. The skȳ is clēār. You are all good boys and girls. I think I will let you play now.



LESSON 2

ice	wind	shall
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The crēek is full of ice. Māy I go and skate on it?

No, littlē one. The wind is too eold for you. Jack Fröst is here. He cāmē in the night. By day light there was ice in the water pail. There was ice in the milk-can, too.

Yes, mother, and there is some here, too. See it on the windōw pānē. Shall I clēān it ōff?

No, Jack. If you do, mōre will come. Jack Fröst has come to stay, I fēār.

Did pēōplē nāmē him for me?

How could they? He is old er than you are.

I see, I am his nāmē-sākē. How does he get here?
He sails on the wind. The wind that he comes on is
a cold one.



I think I heard him coming. It was one o'clöck at
night. I heard something rattle the windōws. Does
he do that?

No, that was the wind. Jack Fröst is stiller than

that. You never hear him at work. See the ice on the trees. He put it there in the night. He came with the rain, you see. Sleet was falling, too. We shall have snow by tea time.

I shall not like that. It will fall on the ice. I cannot skate on the snow.

But you can make a snow castle. You can make tracks in the snow. You can pile it in heaps. You can make a snow-man.

Oh, yes! that will be nice play. I shall call Mat to play with me. We were playing in the snow one day. I saw him fall on his nose. He did not cry. He lay still for a time. I said, "Mat, get up." He said, "Slap me, Jack; slap me well. That will make me get up."

Did you slap him? Did he get up?

I did slap him. He did get up. We saw you at the window. You came to call us in to supper. There were pan-cakes for supper that night. They were good. I ate four.

Yes, my boy, I know you like them. And so does Mat. I heard him say so at the time. We shall have more some day.

LESSON 3

sell	new	when
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When am I to have a new wrăp, mother? This old one is getting too light for the season. The wind is eold to-day. There is ice on the lăe, too.

I shall get you one to-morrow. We will go down to Mr. Knăpp's store for it.

Does Mr. Knăpp sell wrăps? I knew he sold nice things to eat. But wrăps are not to eat.

You have not seen his new store. He still keeps things to eat. But he now sells eăps and wrăps, too. Some of them he puts in the window. We will look at the eăps and cloăks.

Does he sell mits and sôcks?

Yes, I shall get mits for you and for Kate. I shall get Jack some new sôcks, too.

How many new things we must have! When are you going to get them all?

When I get the wrăp for you. I shall get them all at one time.

Shall you go if it is eold?

Not if there is much wind. Is there much ice on the lākø?

Well, one could not skate on it. But there will be mōrø to-mōrrōw. The wind is gettīng eold er. To-mōrrōw will not be a nice day.

I think you are right.

I shall go to-day. We will get the new wrāp to-day.



LESSON 4

ic	ick	ip
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TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 11.

Mīlēš Nīchøls was a littlø boy. He could skip the rōpø like a girl. I never saw him trip. And he could skate, but not alōnø. He could do many eøm ic things, too. His tricks would øftēn make me smīlø.

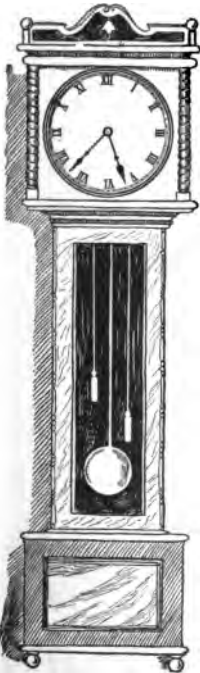
Did you ever see him slip on the ice?

No; I saw him tryīng to skate one day. When he saw me, he said, “Ōŷ, Nīck! Come and take mŷ hand. That will kēēp me from fallīng.”

“Ōh, yes!” I said; “but what will you give me if I do? Will you sell me your new skates?”

He put out his lip as if to cr̄y.
“Ōh, no!” he said, “I could not do with out them.”

“Well, here is m̄y hand,” I said.
“I will teach you with out p̄y.”



Mother, what is a mech̄anic?

One who works with his hands.

Mr. Mōrřōw is a mech̄anic. He makes and mends lōcks.
Mr. Pōst, the pōtřer, is a mech̄anic. Mr. Lam̄, the pānter, is, too.

I want to be a mech̄anic, mother. I like to work with m̄y hands. I shall be a clōck m̄aker when I am a man. Yes, I shall be a clōck m̄aker.

I shall have a stōrē and sell clōcks. I shall have man̄y. They will all s̄ay the

sāmø thing. It will be, tick-töck, tick-töck. Will you come to m̄y stōrø, mother? Will you let me sell you a clöck?

Yes, m̄y boy, if you make good clöcks. A clöck must kēøp good tīmø, you k̄noø. If it does not, no one wants it.

Yes, I k̄noø, mother. M̄y clöcks shall all be good. I will make no other kind.



LESSON 5

don't	such	our
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Don't lēan out of the windōø, Tøm. You are not s̄afø when you do that. You will fall if you do sō. You do not want to fall.

See what I have for you. Here is your rice and milk. Eat that, like a good boy. Don't you want a slice of bread?

Come, Tøm! Come away from the windōø. There is too much wind. We don't want our little boy to be sick. Here! sip your milk and eat some bread.



When are we going to play in the attic?

Whenever you like. Eat your rice and milk now. When you have eaten it, we will play. We shall have an hour before supper.

Did you put the trap in the attic?

Yes, the new one.

There may be some mice in it. Oh, they are such nice little things!

I like to look at them. Don't you?

Yes, but they don't like you and me. They fear us too much. And they don't like to be in the trap.

There may not be any in the trap. If there are, I shall let them out.

Oh, no, don't do that. Mother will not like it. They are such slimy little things! They eat our rice



and flour and meal. I shall give them to Nick Mōphē. He will take them to his teacher. She will let the boys and girls look at them. They like mice.



LESSON 6

im is

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 12.

There goes our frīend, Miss Sanders. How pālē she is! What makes her limp sō?

Don't you know, Nick? One day there was ice on the crēek. She was trȳing to crōss it when —

When what? Did she slip and have a fall?

Yes; and it was such a fall! Mr. Simphōns and I saw it. We ran to the spōt. Miss Sanders could not get up.

How did you get her a way?

I could not do much. But Mr. Simphōns could lift her a lōnē. Her sister cāmē out to meēt us. I ran in for some water.

Did she fāint?

No; but she could not stand. That was fōur weeks ago. Now she can go out a lōnø. But she has to have a cānø. She is sō weak.



LESSON 7

M̄y nāmø is Ōt̄tō. I am a small boy. Did you hear me coming?

M̄y mother tells me to lift m̄y heøls. I do. Can you hear them come down?

M̄y socks want mending. They are wet, too. I often get m̄y fēøt wet.

Do you see that rock out there? Do you see the mōss on it? That mōss is wet. If I play there, I wet m̄y fēøt.

What is the mat ter with this lōck? I'll mend it, if you like. I *am* small. Still I know how. Mother tells me I am a little man.



I know how Rōsē knits m̄ mitts. She fits them well. She knits little mats, too, for sālē. She sits knitting all day.

I know how mother lights the fire. She will not let me do it. She thinks I am too small.

I know how Anā milks the cows. I can give ōats to the horse. He eats them all up. He fōllōws me all over the lōt. I must go in now.

Some one is knocking. It is Rōllō. I will let him in. I will offer him this rock er.

Now the small boy is ill. He can not rōmp and play to-day. It is not good to have wet fēet.

Take him on your knēē. Let him lean on you. Rock him to sleep. Sleep, Ōtō, sleep. It will do you good. It will make you well.

Will the little man be ill all night?

Open your eyes, Ōtō. It is not night any mōre. I have put out the light. The little man is all well. Isn't that good?

I will get you some sōap and water. There! Now I must get Nat up.

LESSON 8

I am an āpē. I am some what like you.

Do you see mȳ ēyēs and ēars? Do you see mȳ arms and hands? Look at them.

You eat fruit. Sō do I. I like rīpē apples as well as you.

You like to play. Sō do I. See me lēap to that rōpē. Could you do that? Come in and trȳ.

W h a t i s that thing? A lamp, did you sȳ? I want to handle it.



Is it a play thing? Will you get it for me? Do you know what it is for? I do not. What is that you sȳ? to give light?

We āpēs can not make things like that. We have hands, but we can not think much.

Do you not think we are good-looking? We do not think *you* are. Your noſe is not flat like mīnē. Your skin is too light. Your hands and arms are too small. Your form is not finē like mīnē. No, you are not good-looking at all.

Are you there still, Tōm?

You see I know your nāmē. You are Tōm Lēē. You have a dog. He likes to sp̄y out rats.

He is a small dog. You can take him in your arms. You can pat him with your hand.

You take him all over with you. Some tīmēs you tīrē him out. He liēs down, panting with the heāt.

There he is now. I know his nāmē, too. No, it is not Pōl; it is Snăp.

Pōl is your tāmē bird. She has wings. She is not a mōcking bird. She does not mōck other birds. She mōcks you and the other boys.

I know mōrē than you think I do. I see you looking at me. I can heār what you sāy.

That is a tin pail on your arm. I know what you have in it. I can pēēp in to it.

Did you fill the pail? You did not tie it up tight. Look out! You will spill something out of it.

There is some apple pie in it. I spē it and I want some. Did you slice the apples? Did you put the pie in to the pan?

You have some pōrk and bēans in there. I see some pēas and beets, too.

What kind of meat is that? Is it beef? You did not forget anything, did you?

What is in that little can? I think it is tēa. Did you pōur it out of the tēa-pōt? Have you any bread and butter there?

Do not pōkē me with that pōlē. And do not stāy there forever. Tōss me an apple and go away. Go and spin your tōp. Do not take the pail with you. Put it some where nēar me. I like to look at it.



LESSON 9

Put up your hands, Jack. They are wet, but mīnē are weter. M̄y arms are wet, too. Did you spill that water on the matting?

No, but I will mōp it up. I like to mōp.

Do, befōrē it has tīmē to sōak in. Did it lēak from this pail?

No, from this one. See, the pail is lēaking still. What ails this mōp? It is as stiff as the handlē.

It wants wetting. Take it to the spout and wet it.



You look pālē, Rōsē.
What is the matter?

I have a pāīn in mȳ arm. I ran this stēel in to it. I can not put mȳ hand up.

Can you ōpen your hand?

Yes, but it is a littlē lāmē.

Is it the upper arm that is sōrē?

No, it is the lōwer arm.

See, it is nēār the hand.

I see you have something wet on it. I suppōsē mother put it on. It will make your arm well in tīmē. I'll fan you if you like. I'll fan all the gnats a way.

How many there are! Where do they all come from? Have they wings?

Yes, but they are small wings. Gnats are like little flies.

If they are like flies, they have wings. Go away from us, little gnats. We do not want you near us.

It is supper time. Rose is ringing for the farm hands. They will come in and eat with us. Here are seats for them all.

What a pile of plates! Put one on this tray. Put some corn on it. Now some pork and beans.

Give it to Nat Moose.

Here is a treat for you, Nat. This beef is tender. Take some beets, too. There is bread and butter for you.

Give Nat the milk, Ana. Give him all he wants.

This supper is plain but good.



LESSON 10

I saw Mr. Moose plant that tree. It is a seed ling. Some day it will be a tall tree. I saw the seed.

Did the trēē come from an ā corn?

It did. It is an ōāk trēē. All ōāks come from ā corns.

Each trēē has its seed. There is a seed in that peach.

Take the peach and eat it. Fling the seed down any where.

It will līē still for a tīme. Many rāñs will fall on it. By-and-by it will ōpen. What do you think will come from it? Can you tell me?

I will tell you. A littlē peach trēē will come up. Mōst trēēs come from seeds.

I saw a peach trēē in Mr. Mōrē's lōt. I saw some small fruit on it. That fruit will rīpen lāter than yours. The trēē is small. I can reach the fruit with mī hand. I never saw fruit lōwer on a trēē.

What kind of fruit is it?

Well, well! Do you not know? What kind do you think it is? Do apples come on peach trēēs?

I did not mean what you think. Is it *good* fruit? That is what I want to know.

It is not fit to eat. See! There is a trēē with out a lēaf. It has not a peach on it. It will never have

any mōrē. Its lifē is over. Nat must saw it down. Mr. Mōrē will saw it up for the firē. That is all it is good for now.

LESSON 11

I am a little ant. Don't get in mȳ way, plēasē! I have mȳ work to do.

Look at that pilē of sand. Mȳ mates and I put it there.



We have no timē to play with you. Go and play with your lamb. Take her up in your arms. I think her mother will let you.

Lambs don't have any work to do. They don't know as much as we.

I saw Māy fling some bread down there. I want to get some of it. Mȳ mates and I will take it away.

We will not eat it all now. Ants ~~know~~ too much for that. We will lay some away.

We work for what we eat. Each of us does all he can. We never think of playing. We don't have time for that.

This ant is a friend of mine. See me speak to him. You cannot hear me speak. I do it with my fingers. You never saw people speak that way.

If one ant meets another, he does so. Ants' ways are not like yours. They don't play. They don't speak as you do. They work, work, work, all day.

I am a bee. I am somewhat like an ant. I work all day. You don't see how I can, do you?



Well, you are not a bee, you see. I do not pout over my work. Do you ~~know~~ any one who does?

Now, do you want to ~~know~~ what I make? Well think of something sweet, sweet, sweet. Do you ~~know~~ what I mean? Yes, I see you do.

For whom do you think I make it? I do not make it for you. I store it up. You come and take it from me.

M̄y mates and I never think of play. We work all the t̄im̄.

Who, do you think, makes us work? No one makes us. We like to work. We sing as we work. Do you not hear me sing ing now? Do you like m̄y sing ing? Is it sweet?

Well, what do you think we work for? It is to have some thing to eat. Some day the snow will come. Snow is not good to eat. But what we have is good to eat.

Now do you know what we work for? And who takes what we make? Who gets the m̄ost of it? I want to know where it goes.

Don't go a way, little girl. An sw̄er me be f̄or̄ you go. I will not sting you.

Tell me who takes m̄y sweets. Tell me be f̄or̄ you s̄ay good by.



LESSON 12

Did you call me, mother?

Yes, I did. St̄op your play and come here. I

want you to ōpen the clams. Clean all the sand from them. Go right to work, like a good boy.

How can the clams clōsē up sō tight? Does it kill them to ōpen them?

Yes, I think it does.

Where did Mr. Seōtt get them? At the crēek?

No, they eāmē from the eōast.

How many we have! This stōnē crōck is full.

Don't ōpen them with that eāsē knifē, Tōm. What a boy you are! Go in and get the clam knifē.

Mat has eatēn his apple. I saw him fling the eorē a way. I saw some rīpē seeds in it. I never saw such rīpē seeds be fōrē.

We can plant the seeds and have trēēs.

Will apple trēēs come up from them? Will there be one for each seed? Who will ōwn them? Will they be mīnē?

Mat does not want them. That's good. Now they'll be mīnē.

Don't kill the littlē trēēs, Mat. Let them come up for me. What is to kēēp me from ōwning them? If I do, I shall be a fruit farm er!

The trēſ will come up by and by. Who will have some of mŷ apples?

Apple skinſ are not good to eat. And we do not eat the eōreſ. Such things are good for horses and cows.

Ötſō wants his eāp. Now give him his mittſ.

Tell him it is cold. He must put on his over eōāt. That eāpē will not do. It is such a little eāpē.

Is he going to see Mr. Seōtt? He must not go nēār the trāīn.

There is snow on the rails. He must not get his feēt wet.

Now send him here to me. I want to tell him what to do.

Don't tramp over the snow, Ötſō. Go by the lake, if you can. Don't trŷ to skate on it. Don't think of such a thing.

Buttōn your eōāt up tight. Take Mat with you. Stōp at the stōrē. Tell the stōrē-keep er we want some eōāl. Get me some mōrē eōttōn like this.

Now be mother's right-hand man. Be ōff, and don't stōp for any thing. The cold ōftēn killſ snails. You didn't know that, did you?

LESSON 13



Cl^{ear} the track! The train is coming!

This is the right sp^{ot}. St^{op} the train. Let us get off. We're going to eamp out.

Here we are! Clap your hands, boys. Fling up your eaps. Flap your wings and crow.

Here, Sn^{ap}, let me pat you a little. That's a good dog! Now look over there. Do you see m^y eap? Go and get it for me.

Here is a fallen trē. And here is an other. Let's put the small one on tōp, sō. There! Now we can play see-saw.

I see some old slats. We will make a fir with them.

This nārrōw one has a crack in it. Măck will make some ārrōws out of it.

Hand me one of the slats, plē. I want to knock down some pī eōns.



There are many rōcks here. See how flat this one is. Let us camp on it. It is as good as any.

Ōh, what a lōt of āsters! Where did you get them, Māy?

What is the matter with An? Has she lōst her wrăp?

No, she has the wrăp. I do not know what ails her.

Don't crē, An. Tell me what ails you. Did that goat frighten you?

Yes. He wants to play with me. He buts me. I don't like that kind of play. It tirēs me out. Plēse make him stōp.

LESSON 14

I am a cow. See me swing mȳ tail. I do sō to kēp the flīes off. There are not many to-day. There is too much wind.

I like to be out in the wind. See it tōss the trees. See that lēaf spin in the wind.

It is too cold for the lambs. It is not too cold for me.

I am not a cross cow. You must not seold me. I trȳ to do right. I kēp still when Anȳ milks me. I want to āct like a good cow.

I give good milk. You can see the crēam rīse on it. Rōsē takes the crēam off the milk. You never saw such crēam in your life. Some of it is for the eoffē. Mōst of it is for butȳer.

I want Anȳ to milk me now. This is mȳ windōw. I will lāy mȳ nōsē on the windōw sill. When Anȳ sees me, she will come.

I don't oftēn look at the skȳ. I see it now. There will be mōrē snow, I think.

The wind is colder than ever. When it is too cold, I come in. I cāme in here to look for Anŋ.



I don't want that windōw ōpen now. Hear it crēak. Do you think Anŋ will clōse it?

Fēel how the wind pōurs in. It comes in at that crack, too. It mōans and mōans in the trēes.

See the kittēn crēep in by the fīre. See the smōke go up. See the wind play with it. Hear the crōws call ing.

That old horse has a cramp. Hear him! He is ill with the cold, I think. His windōw is ōpen. When will they come to him?

Come, right a way, some of you pēople. Do something for the old horse. When, when will you come?

Ōh, here is Anŋ! She has the milk pail.

Don't crē now, old horse. Anŋ will clōse your windōw. She'll attend to you right a way.

LESSON 15

Has any one told you the news? Töm Pratt has löst his new eōāt. It was taken a way from the räck. It was stōlēn in the night.

Töm put it there Friday night. A little later it was not there. Who, do you think, has stōlēn it?

Do you know how much the eōāt cōst?

I do not know. It cāme from Mr. Pāynē's stōrē. Mr. Pāynē sold it to Töm's mother.

I was there at the time. I saw the eōāt in the windōw. Mr. Pāynē let Töm try it on. It was a good fit.

I saw Töm's mother pāy for it. I knew he must like it. And now it is löst.

Don't tell me any mōrē. I don't think the eōāt was stōlēn. Töm did not put it on the räck. He can not reach the räck. He put it a way some where. No one has stōlēn it.

Here comes Töm with the eōāt on. I knew it was not löst. See, it is törn. There is pāynt on it, too.

Who tōrē your new eōāt, Tōm? Where did you put it Friday night?

Please don't seōld me. Mother let me play in m̄ new eōāt. I was playing with Rōllō. I tōrē the eōāt on that nail. I didn't meān to do sō.

I sat down on that stool. There was a pōt of pāīnt nēār by. I didn't know it was there.

By and by I rōsē to go in. The pāīnt was all over m̄ new eōāt.

Mother put the eōāt away. She did not want to look at it. She put it out of her sight. How meān I did fēēl! I cāmē nēār cry ing.

She will mēnd the eōāt, I know. The pāīnt she cannot get ōff. Did you ever see such a good mother? I fēār I ōftēn tīrē her out.

I must not make mother sō much work. I must tr̄y to be good to her.

I must not litter the clēān floōr. I must kēēp a way from pāīnt pōts. I must kēēp a way from nails. I must not rōmp sō much.

I have no new eōāt now. But the eōāt is not lōst. Who tōld you it was? Nat tells what he does not know. He must not do sō.

LESSON 16

Mr. Lēē kēeps a stōrē. Shall I tell you what kind of stōrē? I'll tell you what he kēeps for sālē.

He kēeps beef stēāk and tripe. He kēeps lamb and pork. He sells all kinds of meat.

He kēeps the meat on ice. The ice kēeps it from getting stālē.

Shall I tell you any mōrē? Do you know the kind of stōrē now? Do you spend much in his stōrē?

Mr. Pratt kēeps a stōrē, too. Shall I tell you what he sells?

Well, he sells tacks and nails. He sells pans and tin cans. You can get a stēel knifē there.

He kēeps pōts and pails. He sells forks and rōlling pins. He sells pōkers, rākēs, and other tools.

Such things kēep with out ice. Mr. Pratt does not take ice. What kind of stōrē has he?

You are right. Now tell me this:

I shall kēep a stōrē some day. What kind of stōrē shall I have?

I shall sell bread and rōlls. I shall sell pīes and eākes. I shall make things of corn meal. I shall make things of oat meal. They will all be nice.

I will make you a finē loaf. The price will be small. I shall kēep spice-eākes. I must have a trāp for the mice. I do not want mice in mȳ stōre.

Now, what kind of stōre will mīnē be?

You must kēep stōre, too. You must have beets for sālē. You must have apples and other fruit.

You must sell tēa and cōffē. You must kēep milk and butter. You can get such things from the farmers. You will have to kēep ice.

You must sell corn and pēas. You must sell bird seed. You must kēep rice and sā go.

What kind of stōre will yours be?

Māy shall kēep stōre, too. She shall have an other linē of goods.

She will have things for knitting. She will sell lamp mats and mittens. She will have fans and nōtē pāper. She will sell pins and cōmbs.

She will kēep sōcks and stōck ings. She will sell

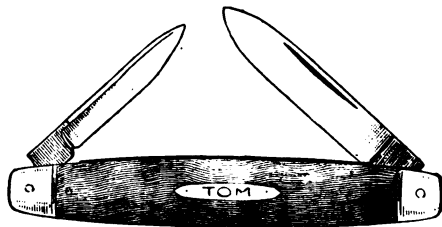
eōats and clōaks. There will be wrāps for old pēople and for littlē fōlks. She will have satins and cōtton goods.

What kind of stōrē will hers be?

Now, Jack, what is your stōrē to be?



You māy sell all kinds of play-things. You must have rattles and tōps. You māy sell me a good jack-knifē.



You must kēep pāper kītēs. You can sell skates, too, if you like. Don't you think you'll have finē tīmēs?

The stōrēs must all be neat. We must not make pēople pāy too much. We must treat them well. That will make them come ōftēn.

We will tr̄y to plēase them. They will want what we have to sell.

They will prāise the goods. They will spēak well of us. They will send others to us.

LESSON 17



This is mȳ littlē dog, Tip.
I'm teaching him to play
tricks.

He can pick up sticks. He
can get a peach at the stōrē.
He can pāy for it with this
nickēl.

See him lick mȳ hand and
arm. Did you ever see such
a nice dog?

Get mother's slippers for
her, Tip. Now play you are sick. Līē down like a sick
dog. That's the way.

Now, what did you eat, yes ter day? Didn't I tell
you not tō eat all that ēākē? I did tell you a seōrē
of tīmes.

Don't tell me the kittēn ate it! The kittēn is n't
sick. What a littlē seamp you are!

Here, take this milk and water. Now I shall tie you up in the attic.

Little Nick is a cripple.

One day he was playing on the ice. Mr. Crane saw him slip and fall. He ran to pick him up.

It was too late. Nick will never be well any more.

He did not cry. He lay still in Mr. Crane's arms. He told Mr. Crane where to take him.

He was faint when I saw him. He spoke no more for many days. The pain was too much for him.

For nine days he knew no one. Have you ever lain ill for nine days?

When he came to, he spoke to his mother. His tone was soft and low. He was still too weak to say much. I saw him try to raise his hand. He let it fall on his pillow. What a sick boy he was! His fall came near killing him.

He looks ill now. See how pale his lips are. He can not go tripping by as he did.

No more skating for little Nick! No more climbing for him! His knee will never be well. He is lame for life.

LESSON 18

W

TO THE TEACHER. — See paragraphs 2 and 3, Manual, page 13; Phonetic List No. 13.

Miss Lēē is m̄y teacher. She is w̄is̄er than any of us. She is teaching Tōm to w̄rit̄e.

She trims all her ōwn wāists. She kēeps beēs, and they never sting her.

Miss Lēē is little Nick's sister. She takes him out rōwing in a skiff. She can swim, you see.

She knows old Sim, the pōtter. She knows where he gets his clāy. She knows what he makes of it. She knows what makes him limp sō, too.

It is the rāin. It makes his limbs stiff. It makes them āehē, too. It gives him pāins in his w̄rist̄s.

Is that Miss Lēē spēaking? If sō, we must all listen. I want to hear what she has to s̄ay.

She is telling us how to w̄rit̄e M̄ister. We must w̄rit̄e it with out sō many letters.

This is the way to w̄rit̄e it: *Mr.* Don't forget how to end it. It is as simple as simple can be. W̄rit̄e it twice sō you will not forget it.

Here is little Nick. What a slim little boy he is! What a fine skin he has! He lisps a little. Does he limp as much as he did?

No, but he will never go with out limping.

I like him ever sō much. I want to take him up in mȳ arms. I want to kiss his little lips.

With all his pāin, he is never cross. Who was ever sō sweet as little Nick?



LESSON 19

Close the window and keep the wind out. I want to sift this flour for the cake. Hand me the sifter, if you please. Where is the milk?

Our supper tīme is nēar at hand. We must have some clam fritters.

Tim, will you open the clams for me? Do it right a way, like a good boy.

The rim of this pan is not clean. I must seour it.

Where is the can opener? What is this simmer-ing in the pōt, Rōse?

It is fruit. It must simmer an hōur.

All right, Rōsē. What time is it now? Look at the clock, please.

Sam, hand me that skimmer. Now you may go to the store for me. I want many things. Get paper, and make a list of them.

What are you waiting for? Wake up, little boy. We can not waste sō much time. Is your list all written?

Did you put down a lamp wick? Don't forget the silk. That is to line my new waist with. I must make it this week. The old one is worn out.

Is there a mat at the store? If sō, wipe your feet on it.

If the store-keeper is there, tell him what you want. If he is not there, tell his wife. He was not well the other day.

Tell him to send old Tim some coal. The old man is sick and can not work. We must not let him want a fire.

Get all the things on your list. Do not forget one. Let the store-keeper wrap them in paper. He will tie them up with twine.

LESSON 20

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TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual ; also Phonetic List No. 14.

Esther and Ellen are sisters.

Esther is full of good sense. She is older than Ellen. She is the wisest of little girls.

Ellen is full of play. No one calls her Ellen. We all call her Little Nell.

Nell is her sister's pet. She takes her in her arms. She sets her on her knée. She kisses her fat little neck.

Nell will say, "Tell me some thing nice." What do you suppose she means? What does she want Esther to tell her?

Esther tells her not one, but tēn. No less than tēn will do. Tēn what, little friend?

Our little misses have a fine tēnt. They like to play in it.

One day it fell upon them. The wind up set it. How do you suppose they felt? Do you think they wēpt?



Esther was fēārless. She k̄new the tēnt was light. When Nēll saw this, she did not cr̄y. They cr̄ept out and wēnt up into the attic to play.

But the attic windōw was ōpen. The west wind cāme in. The little girls wēnt down to the fire. They did not want any sick ness.

Will cāme in, sāy ing, "See this w̄rēn's nest. It was on the grass. It is a w̄rēck."

The wind was not kind to the w̄rēns. Where do you suppōse the little w̄rēn was?

LESSON 21

found

"Where did you get the nest?" said Esther.

"I found it in Mōrē's Lānē," said Will.

"It has a stēm," said little Nell.

"Ōh, no!" said Will. "This is an ōak stēm stick-ing to it. The nest was in an ōak trēē. I found it nēar one."

"Listen to the wind," said Esther. "There are mōrē nests in the trēēs. We shall see them all by and by."

"Will they all fall down?" said Nell.

"No, not at all," said Esther. "This is what I mean: the trēēs will be lēafless in winter. When they are, we can see the nests."

"Ōh, that will be sō nice!" said Nell. "We shall see the little birds, too. The old ones will give them things to eat."

"What! in the winter?" said Esther. "No, no, there will be no little ones. Little birds do not come in winter. It is too cold."

"Come here," said Will. "Let us look out of the windōw. Other things are falling from our trēes. They are good to eat. Don't you see them on the grass?"

"I see them," said Esther. "They swell and crack ōpen with the frōst. Go out and get some, Will."

What do you suppōse Will found? Where do you think he found them? What kind of trēes did they fall out of? Do you think it was cold that day? I think it was.



LESSON 22

Terminal d

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 15.

"Come, Frēd," said Will, "find your slēd. See if it nēeds mending. We must give our littlē Tēd a rīdē. Let's be his horses!"

Littlē Tēd rōdē like a man. But such horses you never saw.

They tried to go on all fours. They reared up and eyed each other. One fine steed crowded like a cock. Těd's horses now sped on. They ran as if they could not stop. They never rested.



"Stop!" cried Těd, calling his horses by name. He feared he might fall off.

One of them now played lame. The other became the leader. They did not keep to the road. They went from side to side.

"Such wild horses!" cried little Těd. "What are you stopping for now? You must not pelt each other with snow. Horses never do that."

The horses did not listen. Maybe they did not want to hear.

Něd came by and spoke to Těd.

"Your horses don't seem to mīnd," said he. "You seold them too much. You must be mīld with them. Get ōff the slēd and lēad them. The snow has mādē them wīld."

Tēd lēd the horses out of the pīlēd-up snow.

"Do you want your lōad lightenēd?" he said. "You cāmē nēar up sētting the slēd. You seem to forget that you have a rīd er. If I ōwnēd you, I'd teach you to mīnd. Now go on, and make good spēd."

The horses listēnēd to him. They sēt ōff down the rōad. The slēd skimmēd over the snow.

What a finē rīdē it was for Tēd!



LESSON 23

had	would
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Nēll would like to know how to rēad. If she had a prim er, Esther would teach her. Suppōsē you lend her yours.

Mīnē is a rēad er. Didn't you know that? It would not do for Little Nēll. She must have something

mōre simple. She can not rēad at all. She never had a lessōn in her lifē.

She would like to know how to writē, too. She can not make one letter. Esther would teach her if she had pā per.

Here is pā per. Esther māy have āll she nēeds. Now Little Nell māy make her letters. Some day I will give her a primer, too.

Pāint this spikē. I would if I had pāint.

Rākē the firē. I would if I had a pōk er.

Mend your stōck ings. I would if I had a nēēdlē.

Get pāint; get the pōk er; get a nēēdlē; do something.



LESSON 24

Terminal d̄

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 16.

The eat has lāppēd̄ up all her milk.

I think you are mistaken. Some of it lēakēd̄ out of the pan.

Yes, but she licked mōst of that up. I mōpped up the little that was left.

Who picked up the pan?

I did; and I soaked it well. I rinsed it and wiped it, too. Now it is tipped up with the others. Do you think it needs to be scoured?

No, little one; you have cleaned it well. You are a nice, neat girl.

Now you may go out to play. Take the eat with you. She wants to go.



LESSON 25

It was a cold winter night. The day's work was over. All the people were at home.

Each was at his own fire-side.

Fréd and Will had come in from work. Outside, all was still.

In side, the lamps were lit. The kettle was singing over the fire.

Supper was over. All the things were put away. All looked neat and home-like. The clock ticked on and on.

No one had any work to do. Mother's hands lāy in her lāp. We all sat looking at the firē.

Miss Lēē had stāyd to tēā with us. She had the small rōcker. She rōckēd to and frō be fōrē the firē.



Rōsē was nēārest to her. She wēnt and knēlt by Miss Lēē's sidē.

"What are you think ing of, Miss Lēē?"

It was mother who spokē. Miss Lēē an swērēd with a smilē.

"I was thinking of our homes," she said. "It

is sō good to have a home. Sō many pēople have no homes."

"Yes," said mother with a sigh. "How sād it is! A cold night makes one think of the home less."

"Don't let us be sād," said Nēd.

"No," said Frēd; "let's find some thing to do." And he told us all what to do.

He māde Rōse get her knitting. He put little Tēd into mother's arms. He sēnt Will for some nice, sweet pippins. They were to rōast. Will found some pōp-corn, too.

Frēd rākēd the firē. He found the corn-pōpper.

The boys pickēd the corn from the ēars. They put it into the pōpper.

They put it over the rēd ēōals. They put the pippins nēar the ēōals, too.



They had to tend the corn and the pippins. Frēd did not take his eyes off them. They had to be rōllēd over and over.

"Now, Miss Lēe," said Frēd, "tell us some thing nice. Let it be a tālē of the West."

Miss Lē knew many tāles. She kēpt us listēn ing for a good hōur.

In the mēan tīmē, the corn was pōppēd. The apples wēre rōāstēd, too.

Fred handēd us the corn. Will handēd us the pippins. We all likēd them. We had some home-mādē cākē, too. And each of us had a eup of milk.

At nīnē, Miss Lē wēnt home.



LESSON 26

ed

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual ; also Phonetic List No. 17.

Fred led the horses down to the crēek. They nēdēd water. They wādēd out in to the crēek.

Fred wāitēd for them. When they cāmē out, he pātēd them, and led them home.

On the way he mēt littlē Kate.

"I have the medal!" criēd Kate. "I tried to be a good girl. I wasn't sō good as I tried to be.

"But the teacher ~~k~~new that I tried. She praised me for trying. I can kēp the medal a wēk."

"You are like the horses," said Fred, smiling. "You like to be praised and pētted. I suppōse you like to be fed, too. Would you like this red apple?"

But Kate wouldn't take it.

"You mēant it for the horse," said she. "I don't want all the good things. The medal is all I nēd to-day. Give the apple to the horse."



LESSON 27

C

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 18.

What makes your fāç sō red, Çecil?

I ran a rāç with Ted.

There is n't much spāç for rāçing here. Did you and he trōt sīd by sīd?

Ted would not trōt be sīd me. Sō we ran to and frō.

Do you eall that rāçing? You are fin rāçers. Which one of you beat?

I beat with ēāse. I am the older. Ted thinks he can lēap over that fēnce.

I see he has lēft his ēāp there. Get it, Ted. No ēāp less littlē boys for me!



Now ceāse your play ing and come in. I want you to āet like littlē mice. Here is some rice for you. Take this plāce, Çēcil. Don't tilt your seat. It is sāfest to sit still.



LESSON 28

ũ un

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual ; also Phonetic List No. 19.

Seat! Seat, I sāy!

What's the matter, Milton?

Oh, such fun! The eat cūffed her kittēn's ēār. Shall I pūmp water on her?

No, no! Isn't she the kittēn's mother? She must teach her kittēn how to āet. What did she cūff her for?



For trying to drink out of
her cup.



Did the kitten run a way?

Not until I said "Seat!" When she ran, the eat
ran, too. They went under the fence.

What good did your unkindness do? The kitten
will not like you now. She thinks you meant to
frighten her.

There is the old eat now. She has lain down in
the sun. She is going to give herself a sunning.
Now she's licking the kitten all over.

She knows how to treat her little one. You can not
teach her anything. See the kitten cuddle down to
her mother.

Well, never mind the eats. Let's go nutting. Each
puff of wind scatters a good many nuts.

We must have something to put them in. We
will take a couple of sacks.

Let's go a cross that clover field.

Now we are in the forest.

That is n't a nut, Milton; it's a lump of mud.

Keep out of that puddle, Ted! Don't you see it?

You would go any where for a nŭt. There's mŭd on your kilt, now. You are not the neatest of little boys.

Will you have some thing to eat?

Yes, please, I will.

Well, here is a nice mŭffin. It is eŭt and buttered.

Mŷ hands are nŭmb with the cold.

Never mind the nŭmbness. The cold makes the nŭts come down. They never fall in sŭmmer.

Let us do a little running. We shall sŭffer less with the cold.

How many nŭts have you found?

I have ten. When shall we go home?

Not until I have mŷ sack full.

You will not fill it to-day, mŷ lad.



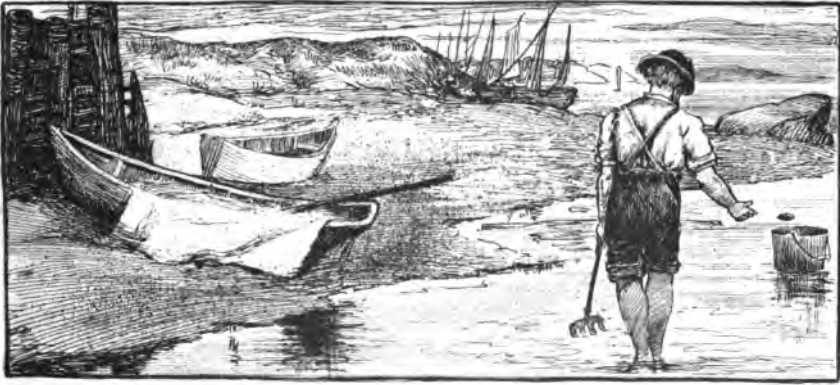
LESSON 29

sh	ish
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TO THE TEACHER. — See paragraphs 2 and 8 on page 13 of the Manual ; also Phonetic List No. 20.

Mr. Fisher was a fisher man. He fished day in and day out. He went out to sea to fish. There he found all the fish he wanted.

At lōw tīdē he fishēd for clams. He found them in the mūd. He fēlt for them with his tōē. He could tell them from stōnēs that way. No stōnē has the shāpē of a clam.



He would take them from the water. He would tōss them in to his pail.

Each clam was shūt up tight. Clams never ōpen when the water is shallōw. They wāīt untīl the tīdē comes in. At that tīmē, they ōpen wīdē.

Mr. Fisher sold mōst of his clams. He kēpt some to take home. They were for his wīfē and littlē ones. They were nīce and frēsh. They were eaten for supper.

Some tīmeſ Mr. Fish er wēnt fish ing for shād. He wēnt to the strēam for them. They swam there in shōals. The shād is a shy fish.

Did you ever tāstē shād rōē? Did you like it? Mōst pēōplē think it is nice.



LESSON 30

V

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual ; also Phonetic List No. 21.

I knew a little Span ish boy nāmēd Rōl/ō. Rōl/ō is not a Span ish nāmē. I don't know how he cāmē by it.

He had come over the sēa to our land. He called it the land of the west.

He told me the nāmē of his ōwn land. He said it was Spāīn.

He cāmē over in a sailing vēſſēl. The sails were māde of a stout cōt/ōn stūff. It was called can vās. Stēam ships have no sails.

Rōlō was an honest little fellow. I wanted to invite him to my home. Mother said I might do so.

One evening I went to see him. He had fallen ill with a fever. He was sick seven weeks.

People said he would never get well. Even his mother feared he would not.

She did many kind things for him. She saved his life. But he became peevish. I did not like him any more. Still I went to see him.

It did little good. When I spoke he would not answer me. Some times I wanted to shake him.

One day I found out something. It came upon me like a flash. I said to myself, "He cannot hear!"

I was right. Rōlō had lost his hearing. He has lost it for life. He will never hear any more.

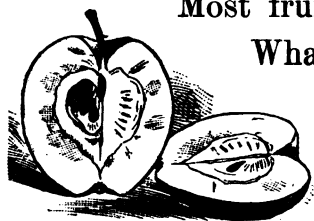


LESSON 31

Name some fruits, my boy.

I will. Apples are fruit. So are peachs. Plums are fruit, too.

That is right. Fruit is good to eat, is it not?



Mōst fruit is good to eat.

What do you know of seeds?

I know that we plant them.

Where do we get them?

We get them from trēes and plants. Some come out of pōds.

Beāns and pēās come from pōds. Some come out of apples.

What do we plant seeds for?

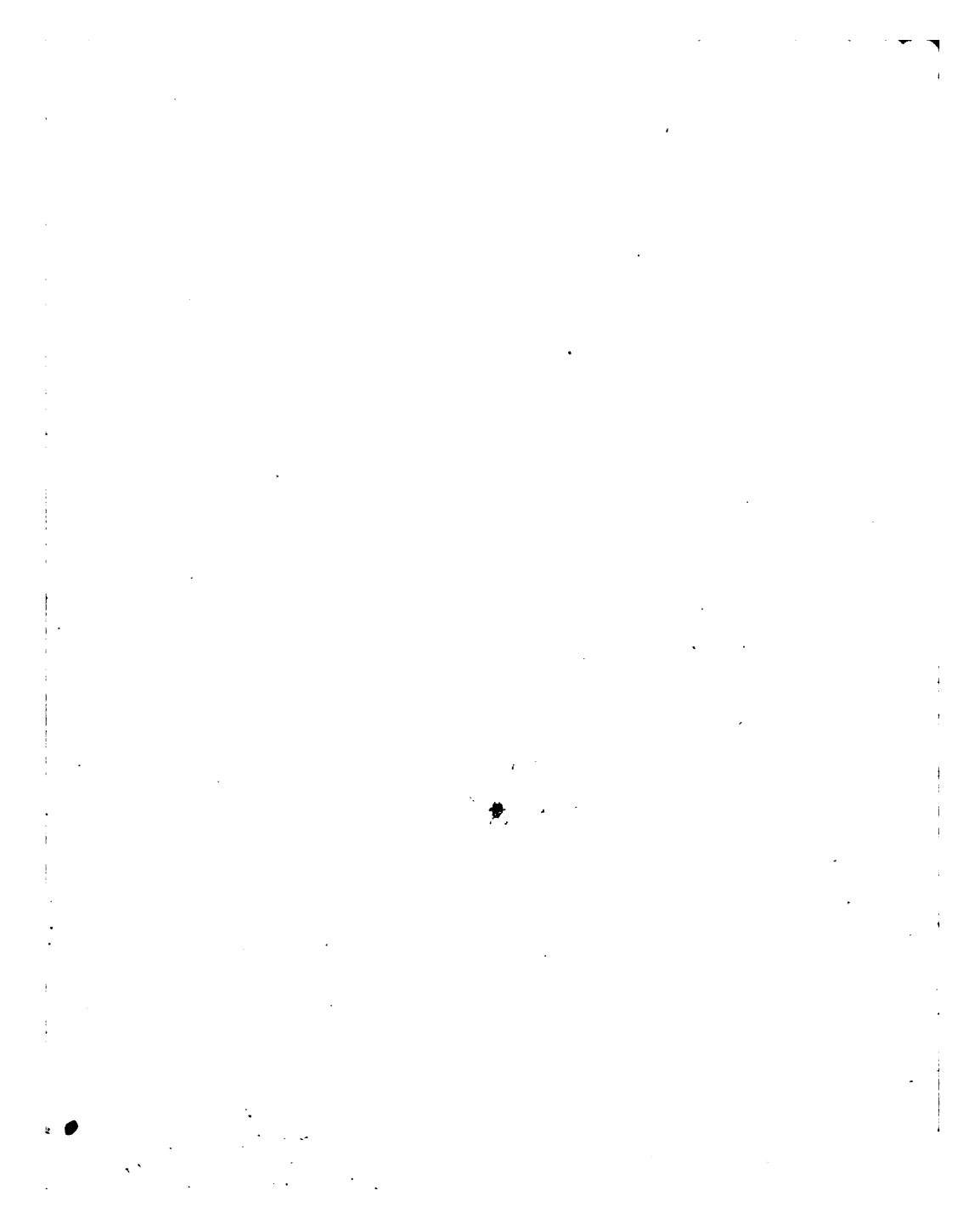
To get mōre plants and trēes.

How do we do this? By planting seeds?

The sun heats the seeds. The rāīn wets them. They be come little plants, and spring up. Each plant has a stēm and lēāves. The sun shīnes on them; the rāīn wets them. The plant gets taller and taller. Some plants be come trēes. By and by the fruit comes. We eat the fruit, but we sāvē some of the seeds to plant.

Do we not some tīmes eat the seeds them sēlves?

Yes, we do. Beāns and pēās are seeds. We eat mōst of them, but not all. If we ate all, we could not plant any. Then there would be no mōre beāns and pēās for us.





PICTURE FOR A STORY.

FIRST READER

PART II

LESSON I

Weŕ Winnŕ

ī	ŷ	ly
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1. This is little Winnŕ. She is a fat and smŕling little girl.

2. Do you want to know how old she is? Well, look and see. Can you not tell?

3. Winnŕ is a lively little girl. She is full of play. She rŕmps mŕrily all day. She is the famŕly pŕt.



4. Her mother has a nice eoun trý home. Nēar it, there is a river. There is much sand be sīde the river.

5. Winníe likes to play in it. She plays there every fin sūm mer day. On rāin ý days, she plays at home.

6. Her play mate is a kíd. This is her eoun trý pět. She has a city pět, too. But I must not spēak of that now.

7. The kíd is a timíd little thing. It likes Win níe vērý much. But there is some one whom it likes still mōrē. It is old mother Nanný Goat.

8. Winníe's mother has a fin city home, too. She and Winníe līve there in the win ter.

9. The city pět that I spōke of līves there. It is a little puppý. Winníe likes him ēven mōrē than she does the kíd.

10. Mr. Puppý is a līvely little dog. He rōmps and plays with Winníe all day. He is much fonder of play than the kíd is. He is not at all timíd, like the kíd.

11. Winníe thinks him a funný little fēllōw. She tells him so as well as she can.



12. What do you think she is s~~ay~~ing to him now? Alice thinks she is telling him st~~or~~ies.

13. He looks up at her with sh~~in~~ing e~~y~~es. He seems to li~~st~~en.

14. Our little girl's "st~~or~~ies" must be funn~~y~~ ones. No one but the pup~~p~~y know~~s~~ what they are.

15. Be f~~or~~e Winn~~ie~~'s ci~~ty~~ home is an other home. It is in a tall tree. In it li~~v~~e a mother and fiv~~e~~ little ones.

16. They all have wings and be~~ak~~s. All the little ones have down~~y~~ co~~at~~s. The mother's co~~at~~ is not so soft.

17. The little ones want to eat all the t~~im~~e. The mother gets fl~~ie~~s for them. She f~~ee~~ds them one at a t~~im~~e. They k~~ee~~p her at it all day. 'Such little eaters you never saw.

18. Winn~~ie~~ oft~~en~~ goes to vi~~s~~it them. When she sees them, she crow~~s~~. When they s~~ay~~ "p~~ee~~p," she cl~~ap~~s her hands. She wants them, too, for p~~et~~s. But she can not have them. She would not know how to treat them.

LESSON II

The Easter Eggs

garden	bush	rabbit	then
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1. It was East er Sun day. Säl ly and Fred wēnt out into the garden. What do you think they wēnt to look for?



2. They wēnt to a corner of the garden. There was an old rōse-bush there. The limbs of the bush were lōw.

3. Our little friends crept sōft ly to the bush. A fat rabbit cāme out from under it. The rabbit slipped a way under the fēnce. Then he seampered off in to the field. How he did kick up his heels!

4. “Ōh, did you see that?” cried Säl ly. “Now we shall find some!”

5. Then they lifted the limbs of the rose bush. They looked under them. There lay a violet egg. Beside it was a red one.

6. "Take the one that pleases you," said Sally. She was not a selfish little girl.

7. "I know you are fond of red," said Fred. And he picked up the red one for Sally.

8. "I will take the violet one," he said. So he picked that one up for himself.

9. Then Sally and Fred ran in. They showed mother and sister the eggs. They told them where they had found them.

10. Cousin Peter was there. Now, Cousin Peter likes to tease. When they told him of the rabbit, he said, "Was it a red or a violet rabbit?"

11. "Oh, Cousin Peter," cried Fred. "You are only making fun of us. You think there was no rabbit in the garden. But we saw one there. It was under the bush. When it saw us, it ran swiftly out of the garden. I wish you had seen how active it was."

12. "It must have smelt the eggs," said Cousin Peter. "Maybe it came to eat them. What a pity it was to take them away!"

13. But Sălly and Fred do not think sō. They be lĭēvē that the rabbit lāid the eggs.

14. "Let's strike our eggs one up on the other," said Fred. "Then we'll see if they are Ēaster eggs. Are you rēādŷ?"

15. Sălly's egg was crackēd, and Fred's crūshēd the shēll. It was not red in sīdē. It was nēārly full of meat. There was a little ěmptŷ spāçē at one end.

16. "They are like other eggs," said Sălly.

17. "All but the out sīdē," said Fred. "Cōmmon eggs don't have red and vīō let shēlls."

18. Sălly and Fred sāvēd the eggs for sup per. Then they ate them.



LESSON III

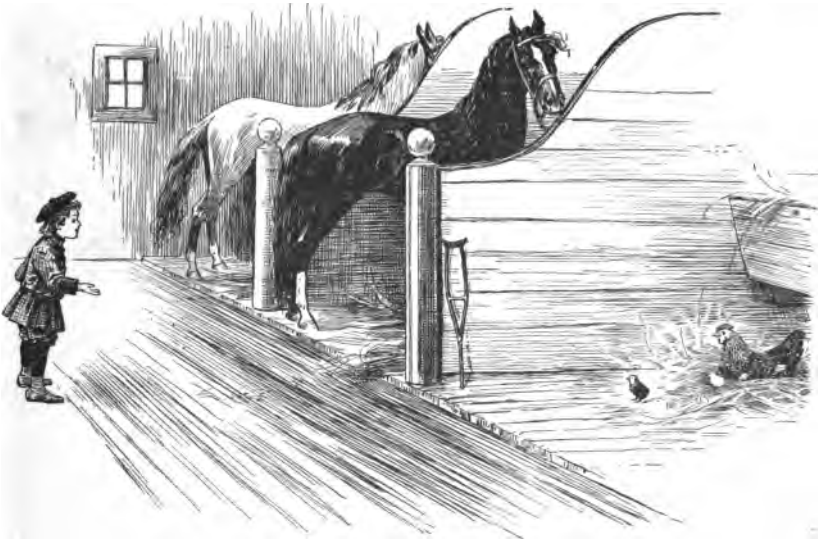
Rĭchĭē and the Chicks

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1. It was a sunnŷ day in the coun trŷ. A downŷ little chick stēppēd out of his egg shēll. A pĭēçē of the shēll was still on his nēck. The other pĭēçēs were in the nest.

2. A little child was nēār. It was our ōwn little Rīchīē. When the chick said “Pēēp!” Rīchīē ran to look.

3. “I cannot find the chick,” he cried. So Sāly shōwēd it to him.



4. The nest was nēār Măck's stall. Măck is our chest-nūt horse. He was munch ing his ōāts. The eōāch măn had given him his fōdder, and lēft him to eat it.

5. Rīchīē chūcklēd when he saw the chick and its mother. They were over in a corner nēār the stall.

6. “I'll cătch that chick!” said he. But he did n't

know how to eömmēnce the chāse. And the chick would not come out of the corner.

7. "I'll fēd it some corn," he said. So he seatered a little corn nēar the stall. Then he called, "Here, chick, chick, chick!"

8. But the chick had never seen corn. She did not know what it was. She did not ēven know her ōwn nāmē.

9. "You are right not to come," said Rīchīē. "The corn would chōkē you. You are too little to pick it up. You are not an hour old. I must trȳ some other way. I want you to come out in to the garden pātch. I'd like to see your mother teach you to scrātch. Under the rōsē bush is a good plācē. I'll not let the rabbits chāse you."

10. Lāmē Sammȳ's crūtch was lēaning up in the corner. Rīchīē snātchēd it and ran nēar the stall. He trīed to reach the chick with the crūtch.

11. Mäck did not like the crūtch so nēar him. He lifted one of his fēēt.

12. It was funnȳ then to see Rīchīē run. He never stōppēd un tīl he had sāfely reachēd the pōrch. His mischīēf was ended for that day.

LESSON IV

The Dāīšŷ

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1. A sweet little dāīšŷ līvēd in a fīēld. She smīlēd and nōdded all the sūmmer day. She dēlightēd the ēyēs of all who wēnt by. She was

Ever chēēry,
Never drēēry.

2. When the rāīn drēnchēd her, she did not mīnd it. The sun's rāyŷ kīssēd her drŷ. She likēd the kind sun.



3. On wīndŷ days she nōdded and smīlēd mōrē than ever. Some tīmēs she lookēd down at the sōd be lōw. Then she would rīŷē a new on her slēnder stēm.

4. She seemed to spēak in her dāntŷ way. She seemed to sāy, "I like to dwell here in the fĭeld. It is nīcer than the dustŷ rōad. It is a dēarer home than the garden rōšes have. I shall livē and dīē here if they will let me."

5. But one day Dōttŷ Dimple ēamē by. She and Dick Duntōn were out for a strōll. They saw the dājšŷ playing with the wind. Dōttŷ said she must have it.

6. Dick dāshēd over the fēncē to get it. Dājšŷ criēd out as he ēamē nēar.

7. He reachēd out his hand for her.

8. "Plēasē do not tōuch me!" she criēd. But he did not hēar her. He plückēd her and cārriēd her to Dōttŷ Dimple.

9. Dōttŷ handlēd her tenderly. She cārriēd her home and put her stēm in to water. But it was all in vān. The vāsē was not the fĭeld. In a shōrt timē Dājšŷ was dēad.

LESSON V

Brother Běn's Shōw

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1. Bābŷ Bunting wěnt to see the shōw. It was in Brother Běn's bǎck garden. Nóbōdŷ wěnt but Běn and Bābŷ Bunting. Shall I tell you all a bōut it?

2. Well, there were some wild beasts in the show. One was Tabbŷ the black cat. Another was Chip, the kitten.

3. Then there was an ostrich. That was Bēn's fat duck.

4. There was a Chinese lantern swinging from a tree. It had a lighted candle in it.

5. Of course there were some tumblers. One was Bābŷ's own Jack-on-a-stick. Another was Bēn, who went on his hands. Another was Bābŷ him self. He tried to run on all fours. He only fell on his nose and cried. Bēn told him he was not there to act. "You are to look on," he said, "but you shall play in the band. Here is a five for you."

6. So Bābŷ Bunting played the five. Bēn beat the drum and knocked on a tin basin. Nērō, the dog, made a merry din, too. It was a fine band.

7. There was a trick rider. This was Bēn on his bicycle.

8. Bēn fetched a lamb-skin mat from the stoop. He put it on and went on all fours. He bleated like a lamb. He roared and bellowed and brayed. He said that he was four beasts in one.

9. "Now I am a wild bōar!" he criēd. But the lamb skin fēll off. This shōwēd the bōdŷ of a boy.

10. He lēapēd to his fēet, shouting, "Ōh, I know the best thing of all!" Then he ran in to the kī/chēn.

11. When he cāmē bāck, what do you think he had? A livē lōbster in a pan of water. He wēnt all over the shōw, crŷing, "Lōbster over bōard!"

12. Bābŷ Bunting lookēd at the lōbster. He likēd to see it trŷ to swim. Bēn would not let him put his hand nēar it.

13. "Now you must be the shōw your sēlf," said Bēn. "Where is that rabbit skin? I want it to wrāp the Bābŷ Bunting in. The lamb skin will do."

14. He put the lamb skin over Bābŷ Bunting's shōulders. Then he plācēd him on a small tablē. He wāvēd his hands to the chickēns.

15. "Come one, come all!" he said. "Come and look at the ōn ly livē Bābŷ Bunting."

16. Mother cāmē out to look for the lōbster. She found her boys in finē spīrits. She smilēd at her Bābŷ Bunting. She said Bēn's shōw was a vērŷ good one. "And how well you mīnd the bābŷ, Mr. Shōwman!" she āddēd.

LESSON VI

Brēak fast Tīmē

Obscure vowels



1. Ting-a-ling-a-ling! That's the bēll. Come to brēak fast, brōther.

2. Sit up straight. Take your ēlbōw_s off the tāblē.

Lāy your nāpkin so. Take your knīfē in your right hand. Do not reach acrōss the tāblē. Hand your plate to the one be sīdē you. Don't make so much fuss, my child. Good little boys sit still at meals. They wāit un tīl the old er pēōplē are attēnd ed to. You make me a shāmēd of you. Here is a cup of chōēolatē.

3. Are there any ēāraway seeds in this bīsēvīt?

4. Never mīnd your bīsēvīt un tīl you have eatēn your musk mēlon. Then you must have some ōāt meal and milk. Then come the ōmē let and the cōld mūtton.

5. Mōthēr tēlls me mūtton is the flēsh of shēēp. What kind of anīmal is a shēēp? Is it anything like a camēl? I saw camēls in Līna's atlas. They were crōssing the dēsērt. Every camēl was led by an Ārab.



6. No, the camēl līvēs in an other clīmatē. The shēēp is much smaller and not at all like him.

7. Do we eat the flēsh of the būffalō and the līōn?

8. Not of the līōn. We eat būffalō meat some tīmēs. But you must not have so much to sāy. I want to see you eat your brēākfāst.

9. What is in that dīsh?

10. Ōn ly some of farmer Tool's bĕrriĕs.
11. I'd like a pĕĕĕ of ĕitron eāĕ. Shall we have water mĕlon for dinner?
12. Māy be so. We'll attĕnd to bĕĕk fast now. One thing at a tĕmĕ, my lād.



LESSON VII

My Drĕam

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1. I was a wāĕĕ when the clōĕk strŭĕk thrĕĕ this morn ing.

2. The sun was not up, so I lāy still. I trĭĕd to eāĕh an other nāp be fōĕ daylight.

3. I fĕll a slĕĕp, but not into a dĕĕp slĕĕp. I drĕamĕd I was in Sānta's pālāĕĕ. I had ōftĕn wĭshĕd I mĭght go there.



4. There was a thrōĕ in the pālāĕĕ. There were stĕps on all sĭdĕs of the thrōĕ.

5. Sānta sat like a king up on the thrōĕ.

6. He wōrē a rōbē of red vēl vēt. It was trimmēd with bright fēath ers.



7. His fācē was rō sŷ and smīling. His beārd was snow ŷ.

8. He callēd me to him. I stēppēd up be sīdē him on the thrōnē.

9. From there I could see the children of many lands. They were all rē cēiv ing Christ mas play things.

10. Some were tak ing them out of stōck ings. Others found them on Christ mas trēes. A sick child found his on a trāy by his bēd sīdē.

11. One little Span ish boy had a livē pār rot.

12. A little Dūtch girl had skates and a wind mill.

13. A Frēnch girl had a bunch of dāi sīē s for her bōn nēt. Her sis ter rē cēiv ēd a ring. Bōth lookēd dē light ed.

14. Many girls had dōlls and new sēts of dish ēs. Thōse girls seemed much plēāsēd.

15. Many boys had drūms. Some had rōck ing horses. Thōse boys were rīd ing as if in a rācē.

16. Bābŷ had a rūbber ring to eūt his tēēth up on. Sis ter had a sil ver thimble and a nēēdlē-cāsē. Brother had a new blāck bōārd, with rūbber and all.

17. Such a flūttē as the little fōlks were in! Such a skipping and eāpē ring and cry ing out!

18. We looked in to all the cōuntrīēs where Christ mas is kēpt. Old Santa know s them all. He sat on his thrōne and looked up on the "shōw." He smiled all over his rō sŷ, fat fācē. This was his Christ mas morn ing treat.

19. Again the clock struck. This time though, it struck seven.

20. The sun was up, and mother was ealling me.

21. Break fast was ready.

22. At break fast I told mother of my dream.

23. She said I had dreamed a bout some pictures I had seen. They were in my reader.

24. I think she was right. I wish though that the palace were real. I want to see Santa. Don't you?



LESSON VIII

All at Work.

once	been	sew
eight	says	pretty

1. Are you making that chicken broth for Mr. Smith, Sadie? Will he like it?

2. Yes, Annie, he is very ill. He can not eat any-thing solid.

3. The broth is thin, but there is a thick froth on it. Shall I skim that off and throw it a way?

4. Yes, if you please. Where have you been all the mōrning? I have not seen you once.



5. Oh, I have been sewing. See, isn't this table mat nice ly worked?

6. It is vĕrŷ pretty indĕed. You have mādĕ the let ter E on it. For whom are you work ing it?

7. For Ěmma Smĭth. I have now worked her eight. I have fōur mōrĕ to do. Ěmma says she is nĕar ly out of finĕ ones.

8. This is vĕrŷ finĕ work indĕed. Are they all as neat ly worked?

9. Oh, yes, I think so. I did the fōurth on the sĕcōnd day I worked up on them. When one knows how to do this work, it's ēasŷ. It's no bōther for me to sew. When my sewing is finished, I fold

it up neatly. Then, I lāy it a way with my thimble and thrēād.

10. Are thēsē mats as finē as mother's?

11. Yes, but the stitching is not so pretty. Mother says hers are the nīcest she has ever seen. But one never finds the sāmē kind more than once. I have been several days looking for thēsē. You see there is a pretty wreath in each corner.

12. It is a good thing to be āblē to sew. Bōth Ėmma and I can sew věry well. But nēither of us can sing.

13. Well, it is tīmē to take Mr. Smīth his brōth. I shall have to lēāvē you. I wish you would come with me. The wēāthēr is finē and the thrūshēs are singing.

14. I cannot go. Here is Tōmmŷ crŷing. He has thrust some thing in to his thūmblē. I must take it out for him. He has been picking thislēs, I suppōsē. Hear what he has to sāy. Where have you been, Tōmmŷ?

15. I've been over in the mēādōw, finding thislēs for Rōsē. See, I have eight pretty ones. When I was picking the nīnth, I prickēd myself. See how my thūmblē is blēēding.

16. You did that once be fōrē. Will you never know any bētter? How old are you, prāy?

17. I was eight yesterday. That's pretty old, I know. I'll not cr̄y any more. Wait till you hear what Rōse says a bout thesē thislēs! She is going to dress them for mother. They will come out like snowballs.



LESSON IX

Looking at the Ships

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1. Fann̄y and Frānk have come down to the sēa-shōrē. They have been here a bout an hour. Fann̄y left her sewing to come. They are sitting on this bank to see the ships go by. Some are sailing vessels, and some are steām ers.

2. There is a strōng wind blōwing. The sailing ships fly swiftly a long be fōr it. The childrēn have seen eight go by with in the hour. The sight is a pretty one.

3. Fann̄y does not like the steām ers much. She says the blāck smōkē they make is not pretty.

4. Frānk likes them bētter than the other vessels. He sees a cannon on one of them. At sun sēt, the

can non says "Bắng!" Frănk says, "Thắnk you! I like that sống."

5. Fanny puts her hands over her ears. She says the can non deafens her.

6. Is that a pilot boat com ing a shore?



7. Yes; it is a pilot boat. But it is not coming this way. It is going toward the river. Before long, it will reach the bay.

8. Is that a barrel out there? See it appear and go out of sight once more. There is something in it. I beleve it is a bell. I hear a tinkling.

9. Yes, the bārrel is ānehōrēd. The bēll is rūng by every wāv that lifts it. The water is shallōw there. You see the bārrel is pāinted red. That is to make it ēāsý to see. The ships kēēp a way from that spōt. At night they hear the bēll.

10. Once a ship sānk there. It strūck on the rōcks at lōw tīdē. That was befōrē the bārrel was ānehōrēd there.



LESSON X

The Dōnkēý

busy	business
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1. There was once a dōnkēý that liked to brāy.
2. "What do you brāy so much for?" said his ōwn er one day.
3. The dōnkēý ōnly brāyēd again. That was his way of an swēring. His ōwn er was a busy man. There was much for him and the dōnkēý to do. He had little tīmē to listēn to the brāying.
4. He did listēn some tīmēs, how ever. He knew that

the brāying was the dōnkeý's spēech. He wanted to understand what his dōnkeý mēant.

5. At lěngth, one day, the dōnkeý said something vĕrĕ plān ly. He said, "I work for you all day. This is my business as well as yours.



6. "You must give me what I make. That silver the pēōplē give you is bright and pretty. Some of it is mīnē. I want it.

7. "Here we are on the brink of a strēam. We have been here eighty or nīnety tīmēs. I have drūnk of this

water many a time." As he brayed thus, he drank again.

8. "It is a pretty stream," he went on. "I have crossed it on this plank. I have carried your loads over on my back.

9. "You have driven me a cross again and again. You have never thanked me. You make me do all the work. But all the pay you take your self. I feel that this is wrong. I must speak out against it.

10. "Some day this plank may break. Then my load and I will go down. We shall sink and be carried down the stream.

11. "I don't like to think of that. This is not a safe business. If you keep me busy at it, you must pay me well.



12. "I will not cross this plank again. I will not carry your load over. I will not do any thing more until you pay me better. You must divide all that silver with me."

13. "What would you do with the silver?" said the man.

14. "I would eat it, of course," brayed the donkey.

15. "That is all a dōnkēy knows!" said the man.
 "Here, take this pļēč between your tēth. See if
 you think it good fōdder."

16. The dōnkēy clōsēd his tēth on the pļēč of silver.
 He lookēd ās ton ishēd. He had eatēn bēttēr fōdder than
 that.

17. "It isn't so good as grass and ōāts and corn,"
 he brāyēd.

18. "Well, then, suppōsē you lēāvē me the silver,"
 said his ōwner. "I will give you all the grass and
 corn and ōāts you can eat. In this way we can do
 business."

19. The dōnkēy blīnkēd a good dēal. He brāyēd no
 more. He wēnt over the plānk, and it did not brēāk.



LESSON XI

The Bāg pīpē

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1. Grācē was sew ing on the ēāst pōrch. She stōppēd
 her work and lookēd tōwārd the lānē. She was listēn-
 ing to the gēēsē.



2. "What are they gābbling so for?" she said to her sēlf.

3. The lātch clickēd, the gate ōpenēd, and in stēppēd a man. Grācē had never seen him be fōrē.

4. "I be līvē he is a bēggār," she said. "What a bīg man! And how ōdd ly he is drēssēd! And what is that over his shōūlder?"

5. It was a bāg-pīpē. Did you ever hear one? The picture will shōw you how it looks. You see the man has on a kilt and a sāsh. How do you like the way his fēet are drēssēd? Do you think his cāp pretty?

6. He was not a bēggār. He said he would play for

Grācē. She might pay him with a dinner. Grācē called her mother. Nērō cāme out, too, wāgging his tail.

7. Mother was dēlighted when she saw the man. She knew right a way where he cāme from.

8. "You are a Seō/chman," she said.

9. "Yes, I'm from Seōtland," rēplied the man, smīl-ing. "I kēep on my nātivē dress to shōw it. The pēople of your countr̄y like to look at it. But they don't want it for them sēlvēs."

10. His spēech was as ōdd as his dress. But Grācē likēd it. I suppōse that pēople in Seōtland would think our spēech ōdd.

11. "I think the Seō/ch dress is věry pretty," said mother. "And I am glād you are going to play for us. Plēase be gin."

12. The way that bāg pīpē scrēechēd was věry funnȳ. Grācē sprāng to her fēet. She clāppēd her hands to her ēars. She was going to run away. But she stōppēd to look at her mother.

13. Mother's ēyēs were saying, "Think of the man's fēelings. Never mīnd your ōwn. Sit down again and listēn. Don't forget your man ners."

14. So Grācē sat down and smilēd at the man. But Nērō was not so pōlitē. He put up his nosē and howlēd. He seemēd to be tryīng to out-do the bāg-pīpē. He had never sūng such a sōng befōrē. Then he trīēd to drivē the man away.

15. "Be gōnē!" he said, as plāīnly as a dog can spēāk. And he said it over and over again. Then he mādē as if he would bītē the man's lēgs.

16. "Your dog does not like my playing," said the man.

17. "No," said mōthēr, "he has ōnly a dog's tāstē. But we thānk you vērly much. Now you must have something to eat. Līē down, Nērō."

18. Lūnch was nēārly rēādȳ. Grācē gāvē the Seōtch-man some grīddlē cākes to be gīn with. Then she gāvē him some beēf stēāk and pōtātō, with grāvȳ.

19. As the Seōtchman ate thēsē good things, he tōld stōrīēs of Seōtland. He prāīsed her herōēs, who had manȳ tīmes sāvēd his cōuntrȳ. He brāggēd of Seōt-land's glōrȳ and shōwēd the Seōtch flāg. Grācē thinks our flāg much fīnēr. We all do.

LESSON XII

Jāmīē

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1. Jāmīē was a little nēgrō boy. He lived with his mother in a small frāmē cōttagē.

2. He was a gēnerōus little fellow. He liked gīnger-bread, but would give Jānē all he had.

3. Jānē was his sister. He never grūdgēd her any thing. "That would be stingy," he said.

He callēd her Jēnnŷ for a pēt nāmē.

4. Of cōūrsē Jānē was a little nēgrēss. She was a jōlly little rōgūē, full of fun and mischīēf. She liked to play jōkēs on Jāmīē.



5. One day, a gēntlēman drōv up to the cōttagē. Jāmī's mother was standing in the dōr way.

6. "I want to ēngāge a small boy," said the gēntlēman. "He will have to rīde in my cārriāgē with me. Every timē I stōp and get out, he will mīnd the horse. When we reach home, he will take the horse to the stāblē. Then he will sit just in sīdē my dōr and an swer the bēll. He will have to do this 'from twēlvē to thrē.' My ōffice hours are from twēlvē to thrē."

7. "Jāmī is ōnly eight," said the little boy's mother. "He is too small to go to work."

8. "He is as bīg as mōst boys of tēn," said the gēntlēman. "So much rīding in my būggē will do him good. An out-of-dōr lifē will make him grōw."

9. "But he can not rēad vērē well," said the mother.

10. "I'll teach him to rēad, and more things be sīdēs," said the gēntlēman. "I want him. He is clēan and neat. His teacher tells me he is a good boy. I hear he is kind to his sister. I like him and will be good to him."

11. The mother did not ōbjēct any more. Jāmī wēnt to livē with the strāngē gēntlēman.

12. Little Jēnnē had no one now to play tricks up on.

She missed her brother all day long. She was very sad and lonely with out him.

13. Jāmīē saved up his wages. He gave his sister a magpie in a gilded cage. This was to pay her for feeding his pigeons.



LESSON XIII

The Māgpīē

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1. Jěnnŷ's māgpīē knew how to talk. It was always chattering. It had a bout for tŷ funny say ings.

2. It liked to have bright things in its cage. Jāmīē brought it bright beads to play with. Jěnnŷ gave it scraps of gay ribbons and dress goods.

3. When Jěnnŷ's mother scolded her, the māgpīē would scold, too. It would call out, "Don't be naughty. Don't be naughty." Ôr it would cry, "You ought to pray! You ought to pray!" Some one had taught it to say these things.

4. When Jěnnŷ played with her rag doll, it would

say, "Flōg your daughter! Flōg your daughter!" But Jěnnŷ was too fond of her daughter to flōg her.

5. When the kettle bubbled over, the māgpie would



say, "Thaw it out! Thaw it out!" It did not know what "thaw" means.

6. Some times it would shout, "Tōm Thūm's a dwarf! Tōm Thūm's a dwarf!"

Again, it would be, "The giant's up the bean-stalk! The giant's up the bean-stalk!"

7. "Where is the bean-stalk?" said Jěnnŷ, one day.

8. "Paul's a pauper! Paul's a pauper!" replied the māgpie.

9. "Oh, you sil ly bird!" cried Jěnnŷ.

10. "I'm a jack daw! I'm a jack daw!" said he.

11. "No, you're not," said Jěnný. "You're only a silly mǎgpiě."

12. "Jělly and jam! Jělly and jam!" cried the mǎgpiě.

13. "But where's the bean-stalk?" said Jěnný.

14. "Put salt on it! Put salt on it!" replied the bird.

15. "Yes, I guess that's the way they caught you," said Jěnný. "They put salt on your tail."



LESSON XIV

Hǎrrý's "Good-Night!"

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1. Hǎrrý had been helping his mother all day. It was almost bedtime, and he was tired.

2. He had chopped the meat for the hash. He had whipped the cream and baked the buckwheat-cakes.

3. He had brought in eighteen heavy pails of water. He had whittled a stick to stop a hole in the pump.

4. He had driven the heifers to the field in the morning. He had brought them back at night.

5. He had held the bābŷ whilē mother gōt the dinner rēādŷ. He had fed the hēns and driven a way a chickēn-hawk.

6. He had whistled at his work mōst of the day.



He liked to kēep busy. Mother said that he was the best hēlper she had.

7. All the work was finishēd now. Mother said she would play for him a whilē on the ôrgan. She said he might līe down and rest.

8. Hārrŷ fēll a slēep and drēamēd he was in hēavēn. He thought the

ôrgan was playēd by āngēls with whitē wings.

9. It was his mother play ing sweet hŷmnŷ. At lēngth she stōppēd and clōsēd the ôrgan.

10. Then she wākēnēd Hārrŷ and sēnt him to bed. She fōllōwēd him for the good-night kiss. Bē fōrē she lēft him, she tūckēd him up nice ly.

11. Hărry was al mōst too tīrēd and slēēpŷ to know who it was. But he managed to whisper, “Good-night, mother.”



LESSON XV

The Āpril Shower

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1. “Rāĭn, rāĭn, go a way;
Come again an other day.”

2. That was what Gēôrgē Brown said one day in Āpril. The clouds had gātherēd just as he wanted to go out. And now the tīnŷ drōps were pattering up on the sīdē-wālk. It wās a bout fōŷr o’cłōck.

3. His kītē was all rēādŷ. The string was wound neatly a round the stick. The tail had plēntŷ of pāper bōbs in it. He had mādē that tail him sēlf.

4. His kītē was a handsome red and whitē one. It had a gīlt crown and a rāĭnbōŷ on it. The sticks were thin. Gēôrgē knew it must be a good flī er.

5. And now the ground was wet, and the skȳ was wetter.

6. "Such wēather!" cried Gēôrgē.

7. "No doubt the dūcks like it," said his sister Hēlēn.



8. "I'm not a dūck, and I don't want to be drownēd," said Gēôrgē. "And I don't want to get my new kītē wet ēī ther. And I don't want to stay in the house. This rāīn would make any fēllōw growl."

9. "Yes, it would prōvōkē a sājnt," said Hēlēn.

"Let's bōth growl to gēth er. Ōr, you growl whīlē I howl."

10. "That would make a pretty row," said Gēôrgē.

"But I fēl too cröss to jökə about it. I hate thesē showery days! I'm going up to bed."

11. He shūflēd off sūkily up the hall. It was not lōng be fōrē he had his night-gown on. Then he rēally gōt in to bed.

12. In a little whilē Hēlēn tiptōēd up to his bedsidē.

13. "Dēar, sick brother!" she whisperēd. "You have been so ill! You were talk ing wild ly just a little whilē ago. You frownēd and whinēd and be hāvēd vērly odd ly. But you are resting ēasily, now. Have cōūrāgē, and you will get well."

14. Hēlēn was al ways doing and saying funnŷ things. Gēorgē kēpt still to see what ēlsē she would say.

15. "How drowsŷ you are sincē your lōng ill ness!" she wēnt on. "The fēvēr brōught you vērly lōw. But your brow is no lōngēr hōt."

16. She lāyd her hand up on his fōrēhēad as she spokē. Then she wēnt to the tāblē.

17. "I must give you an ounce of this powder," she said. "I supposē a pound would be bēttēr."

18. She triēd to put some of the powder in to Gēorgē's mouth. At this he gīgglēd.

19. "Oh, Hēlēn!" he criēd. "Do you think I am

going to take that raw flour? What are you prowling a round here for, any way?"

20. "There!" said Hēlēn, "I knew you would be well be fore long. You don't need the powder now. I'll make dough of it for the fowls. Here is a towel to wipe your lips."

21. "But you don't know what has happened! The south wind has blown the clouds a way. A thousand sun beams are shining in the rain drops. There is a glorious rain bow in the eastern sky. Hurry and put on your trousers, and come and see it."

22. It did not take George long to dress again. The rain bow was gone when he reached the east porch. But the sky was clear.

23. He remained for a moment look ing up and down the street. On one side of the road were many puddles. These would wet his kite tail if it happened to drag in them.

24. The other side was higher. It had already be come pretty dry. George thought he might keep to that side of the road.

25. "There's still time to try my kite be fore supper," said he. And off he went with it.

LESSON XVI

Ruth and her Garden

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1. There grew two roses in the light,
 Hō! the wind and the weather!
 And one was red and one was white,
 And they shone in the sun to geth er.

2. The two roses grew in Ruth May's garden. Ruth
 was a Jew ish māīden.
 She was fond of flow ers
 and had many pretty
roses.

3. She kept the
roots well watered.
 The bushes were al-
 ways healthy. They
bore plenty of blös-
soms. Many roses
 were in bloom at the
same time.



4. Ruth wōrē one at her thrōāt ēvēry ēvēn ing. She likēd the rēd ones bēst. That was bēcāusē she was a brunēt.

5. She tēnd ed her flōw ers all the fōrēnōōn.

6. She prunēd her vīnēs and bushēs. She rēmōvēd all the wēēds. She lōōsēnēd the grōund ābōut the tēndēr shōōts. She likēd this kind of work.

7. She had a bēd of lilēs of the vāllēy. This was shāpēd like a horse shōē.

8. She had some gōōsēbērry bushēs. There was one ēvēgrēēn trēē for shādē. It was a sprūcē. Un dēr it, there was a nīcē grēēn bēnch.

9. The garden was pretty, ēvēn by mōōn līght. It was a cōōl plācē sūmmēr ēvēn ings, too.

10. Mr. May and his dāūgh tēr ōftēn had suppēr in the garden. Ruth wōuld sēt the tāblē un dēr the sprūcē trēē. She was a good little hōūsēkēēpēr. Mr. May was vērry prou d of her.

11. Mr. May kēpt a jēwēlrry stōrē. There were some hāndsōmē rūbīēs in his shōōw-cāsē.

12. Ruth ādmīrēd her flōw ers more than all the jēwēls.

LESSON XVII

What the Winds Bring

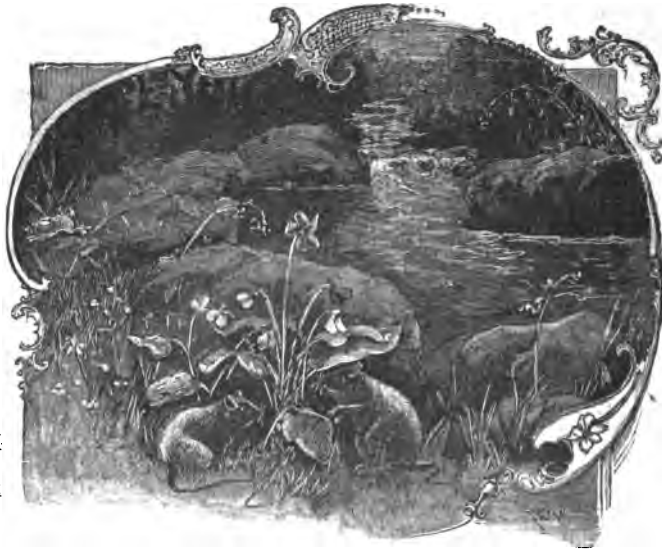
1. Which is the wind that brings the cold?
The nôrth wind, Fred; and it brings the snow,
The sheep will seamper in to the fold,
When the nôrth wind be gins to blōw.
2. Which is the wind that brings the heat?
The south wind, Kātŷ, and corn will grōw,
And peachēs rēdden for you to eat,
When the south wind be gins to blōw.
3. Which is the wind that brings the rāin?
The ēast wind, Fannŷ, and farm ers know
That cows come shŷv'ring up the lānē,
When the ēast wind be gins to blōw.
4. Which is the wind that brings the flow'rs?
The west wind, Bēssŷē, and sōft and lōw,
The birds sing in the summer bow'rs,
When the west wind be gins to blōw.

— E. C. Stedman.

LESSON XVIII

The Wōd Vīō let

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1. A bāsh ful vīō let līved in a wōd. A chēer ful little broōk sāng nēār it.

2. A eoōp er's hūt stōd at no grēāt dīstānce. The vīō let could hēar the eoōp er at his work. He was al ways put ting hoōps on bārrels.

3. It was a pēācē ful noōk where the vīō let spēt her life. She grew be hīnd some frīend ly rōcks.

4. Some tīmes the play ful wood-mice cāmē to vīs it her. She could shādē them nice ly with her brōād lēāves.

5. Some tīmes a beētlē or a lādŷ bŷg cāmē that way. The vīō let wēl comed them all.

6. Once a wild rabbit brūshēd rudēly by. He shōk all her lēāves. He nēarly brōkē a stēm or twō.



7. "Never mīnd," said the vīō let, "he knows no bēttēr." And she bēnt kind ly over the bŷgs and beētlēs and wood-mice again.

8. Sōon a more dread ful thing than this hāppēd. A eaterpillār crawled over one of her lēāves. When he cāmē to a good plācē, he be gan to eat the lēāf.

9. "Oh dēār!" criēd the vīō let, for this didn't fēel a bit good. But she didn't sāy any thing a bout a "hōrrīd eaterpillār."

10. She knew the eaterpillār would sōon spin him sēlf a cocōn. Then he would stōp making hōlē₂ in her lēāves.

11. When sūmmer cāmē again the cocōn would ōpen.

A gorgeous but ter fly would come out. The but ter fly would help the viō lets to grōw and seatter seed.

12. "But ter flies help viō lets," she said to her self. "Viō lets ought to be grate ful and help but ter flies."

13. So she held her lēaf stēādȳ, and the eaterpillar nibbled a way.

14. One day, Little Red Rīd ing hood came that way. She was on her way to her grand mother's. She had a bunch of wild flow ers in her hand. That was before she met the wolf.

15. She spied the modest little viō let behind the rock. She pushed aside the lēaves and pulled every blōssom.

16. "Oh, how pleased my grand mother will be with these viō lets!" said she.

17. Each blōssom gave a grēat sob as it left its mother.

18. "We shall never see our dēar mother again," sighed the poor things. "We shall never see our dēar būgs and beetles any more. The wood-mice will look up and see only lēaves. We shall never come back to our peaceful woodland home.

19. "We don't like the warmth of Little Red Rīd ing hood's hand. It is not good for us. It makes us droop

and sickēn. She will put us into a vāse of water. That will rēfrēsh us, but ōnly for a little whilē. We can not livē lōng a way from our mōther."

20. The mōther plant stayēd at home and mōvērned. Tēars cāmē from the brōkēn stēms.

21. "My childrēn are all gōnē," she said in sōrrōw ful tōnēs. "It is vērŷ sād and lōnēly here with out them. I can have no more this sēāson. I may as well go to slēēp for the wintēr."

22. So she with drew the lifē from the lēāvēs. They soōn droppēd and with erēd. Then they driēd and be-
cāmē brown. When the rabbit cāmē bound ing by again, they crācklēd un der his fēēt.



LESSON XIX

A drift

1. I am not Rōbinsōn Crusōē. I wish I were. Cru-
sōē found an island to livē on. I don't see any land
at all.

2. Yestērday this was all dry land. In the night
the water cāmē and overflōwēd evērŷ thing. Look at



my ōwner's house.
I ran there to get
a way from the
water.

3. This shoē was
in the pōrch. My
ōwner al ways puts
his shoēs there.

4. The water fōl-
lōwēd me into the

pōrch. I jūmpēd up on this shoē to kēēp dry.

5. Mōrē and mōrē water cāmē in. It could not wet
the tōp of the shoē. It could ōn ly līft the shoē. The
shoē rōsē with the water and floāt ed out of the pōrch.

6. It makes a good bōāt, but what plācē shall I sail
to? There is no one at home. Every one wēnt a way
in bōāts. The sēcōnd stōrŷ is full of water.

7. They call this cōuntrŷ Hōlland. They say this
pļēcē of it was stōlen. It was stōlen from the sēā.
I think the sēā has gōt it bäck again.

8. I wish they had not stōlen it. Then I might have
been bōrn some where ēlsē. What is go ing to be come
of me?

LESSON XX

The Drăgon Fly

mosquito



1. Oh dēār! I am so frīghtēnēd! This is the strāng est plācē I ever was in. How shall I ever get out again?

2. I cāmē in at one of thōsē bīg ōpēn ings. When I trīēd to flī out again, some thing stōppēd me. I could not see it, but I could fēēl it.

3. It gōt right in my way. I bŭmpēd against it over and over again. The bŭmping mādē me gīddŷ.

4. Dēār me! I am so tīrēd! I shall have to rest or I shall drōp.

5. I will sēttlē on this ōdd-looking thing on the wall. What's the matter with the old thing, any how? It says tick-tōck, tick-tōck, all the tīmē. I think it must be gīddŷ too. But it doesn't seem to get tīrēd.

6. What ails thōsē childrēn? What makes them crēep under thōsē things? I do belīvē they'rē a frāīd of me!

7. Now is n't that a good jōkē! Such gīants as they are to fēār little me! If they ōnly knew how a frāīd I am of them!

8. Well, they will not harm me; that's clēār. They are too bādly frīghtēnēd ēvēn to try. Now I can think what to do.

9. Whŷ, there's that mosquito I ēāmē in here for. I'll catch him and eat him. Then I'll try to find my way out.

10. I'll not bŭmp my hĕad any mōre. Oh no! I know too mŭch for that now. I'll just crawl over that thing that stōps me. By and by, I'll come to the hōlē where I gōt in. Then out I'll go and a way I'll fly to the mĕadow_s.

11. There I shall find plĕnty of mosquito_s. I do like mosquito_s. I mean I like to dīnē on them. They say mĕn hate them. Then mĕn ought to like me. I kill so many mosquito_s for them.

12. I wish I could spĕak. I'd tell thōsē childrĕn what a frīend I am to them. Then they would not fĕar me so much.

13. Whŷ, my dĕar Mr. Mosquito! You are here just in tīmē. My fright is over, and I am hŭn grŷ. Now I have you.

14. Your singing and bīting are finishēd. There! Now you are finishēd your-sĕlf. No one will ever liē a wākē for you, again.

15. Well, well! Here's the vĕrŷ hōlē I eāmē in at. Now I think I'll be off. Good-by, silly childrĕn. I'm as hāppŷ to go as you are to have me go. You will never see me here again.

LESSON XXI

The Turkey's Misgivings

Turkey	Thanksgiving
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1. Gōb blø, gōb blø, gōb blø! They say Thanksgiving Day is coming. I'd like to know what that means.



Some how, I do not like the sound of it.

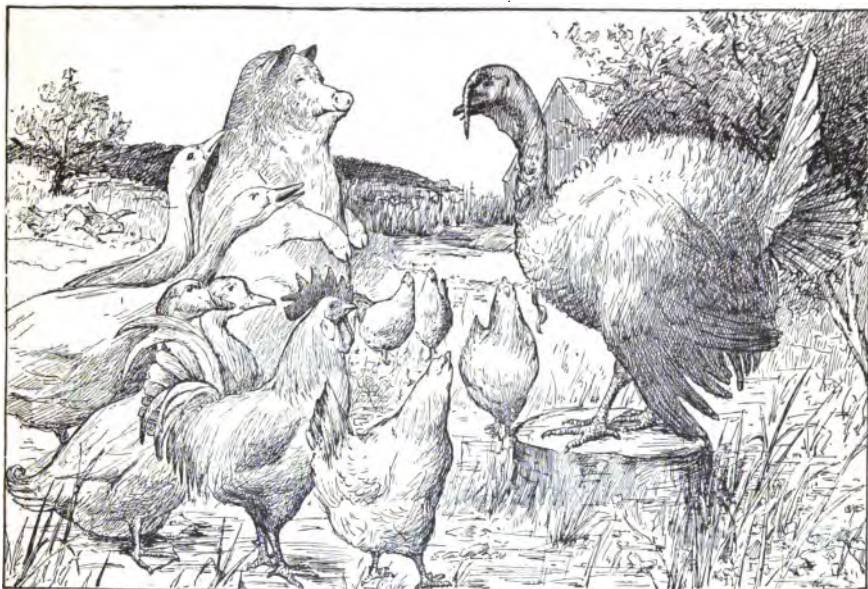
2. The childrēn cannot talk of anything ēlsø. Even Rover seems to wish it were here.

3. The other fowls don't seem to think much a bout it. I think they ōught to.

4. Yes, we must find out what is going on. I think I shall call a meeting of fowls. The pīg, too, shall attend if he likes.

5. I will get up on that stūmp and make a spēch.

I will tell my fr̄ends what I think. I will say I f̄ear we are in dānger. I will state what we shōld do.



6. My good fr̄ends, I am gl̄ad to see you all here. Mr. P̄ig is not a fowl, but he is welcome. I wish to have a shōrt t̄alk with you.

7. You have all heard this chatter a bout Thanks-giving Day. I want to find out what it means. I am going to try. I think you ōught to help me.

8. I f̄ear we are all in gr̄eat dānger. P̄ople look at me in a way I do not like. So they do at you.

9. Jack had some thyme in his hand yes ter day. He looked at it and then at me. Then he said something a bout Thanksgiving. Then he smacked his lips.

10. May was gathering sage the other day. She looked from it to Mrs. Goose. Then she looked from Mrs. Goose to the sage. Then she said, "I don't know how to wait." Then she smacked her lips and sighed.

11. Tom was picking up apples one day. Mr. Pig was rooting in the ground near by. Tom was talking to him self. I heard roast and apple-sauce. Then he, too, smacked his lips.

12. I fear that all this means some thing very sad for us. In deed, I almost know it does. I begin to think that these people mean to eat us.

13. Now let us all listen to every thing they say. Then some of us will find out what they mean. If I am right, we shall soon know it.

14. Then we will run a way to the woods. There we can live in peace. We shall have to work for our food, of ourselves. It will not be brought to us, as it is here. We shall not have a roof over our heads at night. But there will be something to make up for all this. We shall never again hear of Thanksgiving Day.

LESSON XXII

The Mischievous Puppies

yard	watch
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1. Once upon a time there were two little dogs. They were named Jippy and Jimmy. They lived in a lumber yard. It was near the river by a dock.

2. The mother of the puppies was an Irish setter. She was kept in the yard, because she was a good watch-dog. She was chained to her kennel. This was a home for her and her children.

3. The puppies played close by. They never thought of running away. They had never seen anything but lumber. They did not know that there was anything else to see.

4. One day the mother dog had to go away with her owner. She did not like to leave her puppies. She feared they would get in to mischief while she was away.

5. And so, indeed, they did. They found a way out of the yard, and ran off to the dock. There they saw

some lōgs floāting in the water. They thōught it would be fun to play on them.

6. So it was for a little while. They jūmpēd a bout, full of glē. They sniffēd at every thing they saw.

7. But they soōn tīrēd of all this. Then they playēd as they did in the lūmber yard. They wrēstlēd and trīēd to thrōw each other down.

8. This was too much for the lōgs. One of them rōllēd over. Souse wēnt the puppīs into the water. They were dreadfully frightēd. They had never been so wet and cold.

9. Such looking puppīs as they were when they clamberēd out! Dripping and shivering they set out for home. All the way they ran, crying kī-i, kī-i.

10. When they reachēd home, they shook them selves well. Then they lāy down in the sun. This dried them, and they fēll a slēep. When they awōkē, the mother dog was at home.

11. They told her all that had hāppēd. She kissēd them bōth, dog fāshion. Then she said, "You were naughty to run a way." At this they whinēd. Then she ādded, "But you were good not to get drownēd."

LESSON XXIII

Living in a Flat



1. Sādī~~ø~~ Russ~~ell~~ is a little ci~~ty~~ girl. She li~~ve~~s in what is ca~~ll~~ed a flat. The ho~~u~~se is a v~~er~~y ta~~ll~~ one. Fi~~ve~~ fami~~li~~es can li~~ve~~ in it.

2. Each flat is a wh~~ol~~e fl~~oo~~r. Each has se~~ve~~n ro~~o~~ms. Sādī~~ø~~ has a little be~~d~~ ro~~o~~m all to her se~~lf~~. She thinks this v~~er~~y fi~~n~~e. But there are some other things that she does not like so well.

3. She has to kēēp vērŷ still all the tīmē. The landlōrd will not let her rōmp. The pēōplē in the other flats would not like to hear her.

4. She cannot play in the halls or on the stoop. And there is no garden to play in. Her ōnly play-plācē is the roōf. This, however, is mādē sāfē for the childrēn.

5. There is a railing like a fēncē all a round it. So there is no dānger that they will fall off.

6. The roōf is mādē of tin. There is a floōr of slats lāyd on it. This is to run a bout up on.

7. The childrēn can play at hīdē and seek. They hīdē behīnd the chimnēys. They can play tāg, too, and many other gāmēys. But they cannot play on the roōf when the sun is hōt.

8. Sādīē likes the kīтчēn almōst as well as the roōf. She says it is the livēliēst rōōm in the flat. There is always some thing going on there.

9. There is a pretty bēll on the kīтчēn wall. Benēath it is a buttōn. When the bēll sounds, the little girl runs to the kīтчēn. She prēssēs the buttōn. This ōpens the strēēt dōōr. Sādīē knows that some one is wāiting there to come in.

10. Sōon she hears an other bell. Then she runs to the hall dōr. She ōpens it and lets the eall er in.

11. Some tīmes Sādīē hears a loud whisflē. This, too, is in the kī/chēn. It means "Come to the dūmb wāīt er." Sādīē runs, but the eōk is there be fōr her.

12. The dūmb wāīt er is a little clōsēt. Mōst clōsēts stand still. This one goes up and down from the tōp of the housē to the bōttōm. It is mōvəd by a rōpē.

13. The eōk ealls down, "Who is it?" Some tīmes it is the grōcēr. He plācēs the grōcērīēs in the dūmb wāīt er. The eōk pulls them up and ealls out, "All right!"



LESSON XXIV

The Little Ěskīmō

father

1. This little boy is an Ěskīmō. He lives a great way nōrth of us.

2. It is very cold there. The boy's clothes, you see, are made of skins. They are much warm er than our clothes.

3. The white mound you see, is his home. It is made of snow. That is all there is to build with in his country.

4. One would think that the snow houses would melt. But they never do.

5. The Ěskīmō eats meat and fish. These are not cooked for him as our food is for us.

6. His father catches seals. These animals live in the water. He catches some land animals, too. He also catches fish. These are all for food. He spends most of his time in this way.

7. This little boy some times goes out riding. He has dogs for horses. The dogs are big and powerful.

8. The Ėskimō always lives near the water. The water has ice over it, or in it, even in summer.



9. The Ėskimō likes to live where it is cold. You think this strange, I suppose.

10. Well, you like to live where it is warm. Now he would think that strange if he knew it. But he does not know anything about it. He is a little savage.

TABLE OF COMPARISONS

This table is prepared for the convenience of teachers using present and former editions in the same classes. Sentences omitted in this edition from former editions are given below in italics. Sentences in which words have been changed are given in their original form, with the changed words in parentheses.

Former Edition

PAGE	LINE	
7	6	<i>Stand in the corner.</i>
8	1-5	<i>Omitted.</i>
	7	What is the reason (of that)?
9	1-3	<i>Omitted.</i>
	14	And take off that (wrap).
10	14-15	<i>Your name-sake is at hand.</i> (He) has come to stay, I fear.
	16	<i>You mean Jack Frost.</i>
	17	(Jack Frost) is older than you.
11	1-2	I see (he is not my) name-sake. <i>You did not intend me to think he was.</i>
12	7-8	<i>There will be no lack of play.</i>
	10-11	I (shall) call Mat to play with me.
	17-18	<i>You saw what fine play we were having.</i>
13	13	Yes, I shall get mitts for you and (for) Kate.
14	4-5	(It is not) a nice day.
	6-7	(In that case,) I shall (not) go (out) to-day. We will get the new wrap (to-morrow).
15	15-16	(So is) Mr. Post, the potter. (So is) Mr. Lamb, the painter.
16	9-10	You are not (good) when you do that. <i>I do not like such tricks.</i>
	11-12	(Do you) want to (be a cripple)?
18	13	I could not (assist our friend) much.
19	4	<i>Her limbs are so weak.</i>
	9-10	My (sock wants) mending. (It is) wet, too.
	18	<i>Isn't that a good offer?</i> (I know how, if) I am small.
21	10-13	<i>Omitted.</i>
23	4-5	Did you (peel) the apples? Did you put the pie (in) the pan?
	8-9	You did not (omit) anything, did you?
25	15	<i>Try to make a good meal.</i>
26	2-3	All oaks come from acorns, (and all acorns come from oaks).
	4	Each (plant) has its seed.
	6	(Peel) the peach and eat it.
	20	<i>You did not take my meaning.</i>
27	2	(He) will saw it up for the fire.
28	15-16	Do you know any one (that) does?
	22	I (put it by).
29	4	<i>Bees work without making.</i>
	8	<i>Not now, but by and by.</i>
	19	Stop your (capers) and come here.
30	1-2	Clean all the (clay) from them.
	22	If I do, (I'll) be a fruit farmer.
31	6	Otto wants his (comb).
	16-17	Take (your little cane) with you.
	20	Now (don't take all day to go).

31	21	<i>You are such a slow boy.</i>
33	10	There (is no lack of) rocks here.
34	5	See that (narrow) leaf spin in the wind.
	10	I want to act like a good (beast).
36	7	<i>I have known, but I forget.</i> 16 He (forgets where he) put it.
37	7	I didn't know it was (going to spill).
	9	<i>That was fine work.</i>
40	12	You must keep (slates and) paper kites.
41	15-17	Didn't I tell you not to eat (pickles)? I (have told) you a score of times.
	18	Don't tell me the kitten ate (them).
42	9	He was (in a) faint when I saw him.
43	1-2	She (knows much more) than any of us. She is teaching Tom (his Primer). 3 She trims all her own (wraps).
	5	(She) is little Nick's sister. 6 <i>Do you know whose skiff it is?</i>
44	11	Where is the (sour) milk?
45	4	I want (a good) many things.
	9-10	Don't forget the (twilling).
46	6-7	<i>Esther lets her nestle up close to her.</i>
47	4-5	But the attic window was (paneless). (In came) the west wind. (Down to the fire went) the little girls.
	8	It is a (mere) wreck.
	9-10	<i>The wind wrecks tents and nests.</i> (It is) not kind to wrens.
49	10	<i>No more playing in the tent this season.</i>
50	3	<i>The rocks by the rill echoed the crow.</i>
51	3	<i>They need a little leading.</i>
	5	(He) led the horses out of the piled-up snow.
52	4-5	Esther would teach her if she had (a slate).
	6-8	<i>Omitted.</i>
54	10	"I was thinking of our homes," (said she).
56	1	Miss Lee knew (a good) many (wild) tales.
59	17-18	We will take a couple of (pillow slips).
60	12	Not until I have my (slip) full.
61	12-13	They were eaten (with a relish).
62	4-5	Did you ever taste shad (roes)? Did you like (them)? Most people think (they are) nice.
63	9	Still I (visited) him.
	19	<i>Are beets and beans and peas?</i>
64	1	<i>I do not know.</i>
	5-7	Some come out of (apples and other fruits). Some come out of (pods).
	10	To get more plants (to give us fruit).
	11	How do we (get more plants) by planting seeds?
65	1-2	This is little Winnie (Wimples).
	7-9	Well, (she isn't old at all). <i>She is only one.</i>
66	11-12	But there is some one whom it likes (more still).
	15-16	It is a (lively) little puppy.
	18	Mr. Puppy is (an active) little dog.
69	3	Beside it was a (crimson) one.
	4	"Take the one that pleases you (most)," said Sally.

- 69 6 "I know you are fond of (crimson)," said Fred.
15 "Was it a (crimson) or a violet rabbit?"
- 70 6 Sally's egg was cracked, and Fred's crushed (it).
7 It was not (crimson) inside.
10-11 "Common eggs don't have (crimson) and violet shells."
12-13 Then they ate them (with a relish).
- 71 4-7 "I cannot (reach) the (latch)," he cried. So Sally (lifted) it (for) him.
8-9 The nest was (in) Mack's stall.
10-12 He was munching his oats (when Richie went in).
16 They were over in (the) corner (of) the stall.
- 72 1-2 *He was afraid of Mack's heels.*
3-4 "I'll (cheat) it (with) some corn," he said. So he scattered a little corn (outside) the stall.
16 Richie snatched it and ran (to) the stall.
17-18 *He stretched his short arm all he could.*
22-23 His mischief was ended for that (morning).
- 73 1-2 She smiled and nodded (there) all the summer day.
9-12 *She displayed her wet petals to the sun.* (His) rays kissed (them) dry.
- 74 8-9 Dotty (decided) she must have it.
16 Dotty handled her tenderly (but all in vain).
20-23 *Omitted.*
- 76 1 Well, there were some wild beasts (chained up).
18-19 There was a (man on spider webs). This was Ben (riding) his bicycle.
22-23 He (boasted) that he was four beasts in one.
- 79 3-4 Don't make so much (ado), my child.
14-15 There (was a caravan) crossing the desert. Every (Arab had a camel).
21-22 I want to see (your breakfast disappear).
23 What (kind of salad is that)?
- 80-82 Revised throughout.
- 84 20-22 I (finished) the fourth on the second day I worked upon them.
When one (once) knows how to do this work, it's easy.
- 90 4-5 I have carried your loads over, (slung) on my back.
11-12 We shall sink and be carried down the (current).
- 91 5 He looked (blank).
10-11 (Taking the silver is my) business.
- 92 19-20 The (cut) will show you how it looks.
- 96 6 When we reach home, he will take (him) to the stable.
- 97 8 It liked to have (gaudy) things in its cage.
- 100 4-5 He whistled (happily) at his work most of the day.
9-10 All the work was finished (up) now.
- 104 8-9 A thousand sunbeams are shining in the (glistening) raindrops.
12 It did not take George long to (be dressed) again.
- 106 7-8 *She improved the shapes of the flower beds.*
- 108 3 A cooper's (wooden) hut stood at no great distance.
- 114 16-17 They were too frightened (to even) try.
- 116 15 I (will) call a meeting of fowls.
- 121 3 (Ten) families can live in it.
- 123 21-23 *Omitted.*
- 124 1-4 *Omitted.*

